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ABSTRACT

This report reviews ongoing projects by the Parent Advocacy Center for Educational Rights (PACER), in particular its parent training program and programs for students. The Parents Helping Parents project is described and evaluated, including its efforts concerning public information, workshops for all parents, workshops for special groups, workshops for minority and under-represented parents, trainer training workshops, and individual assistance. Other parent training programs are also described, including early childhood parent training, a project for families of children with emotional/behavioral disorders, transition parent training, a surrogate parent project, and the Minnesota Supported Employment Program. Programs for students include the "Count Me In" handicap awareness project, the "Let's Prevent Abuse" project, and a computer resource center. (PB)

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PACER Center

Program Evaluation Report

1988-1989



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PACER Center, Inc.

1988 – 1989

Program Evaluation Report

The PARENTS HELPING PARENTS and PROGRAMS FOR STUDENTS Projects

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The 17 organizations involved in the PACER Coalition and PACER's Corporate and Foundation Supporters are listed in the Appendix.

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COVER PHOTO is of Nicole Anderson, six-year-old daughter of PACER advocate, Maria Anderson. Nicole served as the official ribbon-cutter at the dedication of French Regional Park, on the north edge of Medicine Lake, west of Minneapolis. The park and play area are accessible for children or adults with disabilities. The dedication also featured a performance by PACER's COUNT ME IN puppets. (Photo courtesy of Hennepin Parks).

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EXECUTIVE SUMMARY
PACER CENTER'S EVALUATION REPORT
1988-1989

INTRODUCTION

PACER Center, Inc. is a statewide organization that provides information, training and assistance to parents of children and youth with disabilities (physical, learning, mental, and emotional). PACER's mission is to improve the lives of people with disabilities and to facilitate their full contribution to society by improving the education and training opportunities they have as children and young adults.

PACER, a coalition of 17 disability organizations in Minnesota, was established in 1976 when it conducted a five-month pilot project under a small grant from the Department of Education. The Department continues to cooperate with and provide encouragement to PACER Center. Since September 1978, PACER has been funded by grants from the Division of Personnel Preparation (DPP), Office of Special Education Programs, U.S. Department of Education. PACER was the first parent coalition funded by DPP to provide parent training.

Additional major financial assistance for specific PACER projects has come from the McKnight Foundation, the Otto Bremer Foundation, General Mills Foundation, the Nevin N. Husted Foundation, B.C. Gamble & P.W. Skogmo Foundation, and other foundations, corporations. (See appendix for list.)

Since its inception with the Parents Helping Parents Project, PACER has expanded to meet the needs of parents of children and young adults with disabilities.

PACER has three types of programs:

I. PARENT TRAINING:

- Parents Helping Parents Project
- Early Childhood Family Training Project
- Project for Parents of Children with
Emotional/Behavioral Disorders
- Transition Parent Training Project
- Surrogate Parents Project
- Minnesota Supported Employment Project

II. PROGRAMS FOR STUDENTS:

COUNT ME IN Disability Awareness Program
LET'S PREVENT ABUSE Project
Computer Resource Center

III. TECHNICAL ASSISTANCE:

Technical Assistance to Parent Projects - (TAPP)
Supported Employment Parent Training Technical
Assistance - (SEPT/TA)
National Early Childhood Technical Assistance
Systems - (NEC*TAS)
Collaboration Among Parents and Health
Professionals Project (CAPP)

Through all of its programs, requests for information, training and individual assistance increases each year. This past year, (June 1, 1988- May 31, 1989), PACER's 89 workshops were attended by 3,407 parents, professionals and adults with disabilities. PACER's staff received 11,733 requests for information and assistance. Informational presentations about PACER's programs and projects were presented to 5,800 people. The PACESETTER newsletter, mailed three times a year to more than 28,000 individuals, provides information about special education topics and the activities. This year PACER initiated three other newsletters: EARLY CHILDHOOD CONNECTION, COMPUTER MONITOR AND SEPT/TA MEMO that were mailed to more than 4,000 people.

The programs that provide important information for students and teachers reached a record number this year. The COUNT ME IN Disability Awareness Program reached 12,976 students and 767 teachers and staff with information about the needs and abilities of individuals with disabilities. The LET'S PREVENT ABUSE Project provided 13,229 students and 542 teachers with very important information on child abuse prevention. PACER's Computer Resource Center provided information and assistance to 1,147 people about computer technology, adaptive devices and educational software to benefit children and adults with disabilities.

PACER's four technical assistance projects provide information, training and assistance to other parent projects and agencies in the Midwest and around the country. The Technical Assistance to Parent Programs (TAPP) project serves as a regional center for 14 Midwestern states to provide training and information services. The Supported Employment Parent Training Technical Assistance (SEPT/TA) project offers services nationwide to other parent training groups and agencies about supported employment topics. PACER's participation in the National Early Childhood Technical Assistance System (NEC*TAS) which assists states across the country in developing a comprehensive system of

service for young children with disabilities, and Collaboration Among Parents and Health Professionals Project (CAPP) whose purpose is to increase and encourage parent involvement in the health care of their children with disabilities and chronic illnesses.

In 1988-89, more than 84,000 people were reached by PACER services. (Some people may have contacted the Center more than once). Comments from parents, professionals and students all indicate that PACER Center makes an important contribution to improving services for children and young adults with disabilities and their families.

I. PARENT TRAINING PROJECTS 1988-89

PARENTS HELPING PARENTS PROJECT

Through its six levels of parent training activities in 1988-89, PACER Center served over 13,985 people.

(NOTE: WHEN RESULTS OF PACER'S PROGRAMS ARE SUMMARIZED IN STATEMENTS SUCH AS THE ONE ABOVE, THE NUMBER MAY INCLUDE SEVERAL CONTACTS FROM THE SAME PERSON. IN OTHER WORDS, THE TOTAL NUMBER REFERS TO THE TOTAL CONTACTS MADE; THE ACTUAL NUMBER OF PERSONS MAY BE LESS THAN 13,985.)

Those served included: 2,641 persons who attended Level I presentations; 371 who attended 12 Level II workshops; 1,685 in attendance at 44 Level III workshops; 134 who attended 7 Level IV workshops; 103 in attendance at 6 Level V workshops; and 9,051 mail and phone contacts from persons seeking information and guidance.

LEVEL I - PUBLIC INFORMATION

In 1988-89, persons in all areas of Minnesota were reached by newspaper articles and TV or radio announcements. In addition, several national or regional publications published articles about the PACER organization and/or its materials. Many organizations continued to reprint articles from PACER's newsletters. PACER continued to also reach other persons through 41 presentations made to various types of audiences.

LEVELS II and III WORKSHOPS - WORKSHOPS ON SPECIAL EDUCATION LAWS AND PARENTS' RIGHTS AND RESPONSIBILITIES

During 1988-89, 2,056 parents, professionals and others interested in special education attended PACER's 56 LEVELS II and III workshops.

CATEGORY OF WORKSHOP	# OF PARTICIPANTS
Level II (workshops for parents of children with disabilities)	371
Level III (workshops on special topics or for special audience groups)	1,685
Total participants at both types of workshops	<u>2,056</u>

Evaluations completed at the workshop by participants and during follow-up phone calls indicated the workshop information had been helpful, relevant, and well presented.

PACER's topics for Level III workshops proved timely and were well received by participants who found the information useful and appropriate.

Of the 25 parents who had attended a Level II workshop and were contacted for a follow-up survey, a large majority stated that the workshop information had proven useful, they had felt more confident in dealing with schools due to the workshop, they had become more involved in their children's educational programs since attending the workshop, and their children had received better services when the workshop information was put to use.

LEVEL IV MINORITY AND UNDERREPRESENTED PARENTS:

Level IV workshops and community activities have been developed by PACER to meet the special needs of minorities and underrepresented parents with information that they need to help their children receive appropriate educational services.

PACER held seven Level IV workshops that reached 134 people; almost half were minority parents and half were professionals. A majority of those attending in a professional capacity were also minority parents.

PACER's staff attended conferences and met individually with 64 parents of whom 30 were minorities or considered low income, and assisted by telephone over 500 parents who specifically identified themselves as minority. PACER may receive additional requests for assistance from minority parents who have not identified themselves as such.

LEVEL V TRAINING OF TRAINERS WORKSHOPS:

Four Level V "Training of Trainers" workshops were presented in 1988-89 and attended by 103 persons, surpassing the original goal of reaching 30-40 people.

The purpose of these workshops is to train individuals to assist in presenting PACER's Levels II, III and IV

workshops, and to provide effective individual assistance to other parents.

A follow-up survey of Level V workshop participants indicated an extremely high level of involvement in special education activities subsequent to the workshop. Ninety-three percent of the respondents had found both the oral information and the packets of information distributed at the workshop to be helpful. Eighty percent felt they had developed more skills as a result of their attendance, and 80% percent felt more self confident in interactions with their children's schools.

LEVEL VI - INDIVIDUAL INFORMATION AND ASSISTANCE:

PACER received 11,733 calls and letters for information and assistance during 1988-89. Of the phone calls and letters, 80% were for information and education, and 20% of these requests were for individual assistance.

A follow-up survey was made of 25 parents who'd contacted PACER for individual assistance in 1988-89. One hundred percent indicated the information received had been helpful, 92% said they felt more confident in their ability to work with schools after speaking with PACER and 84% felt that the information received had enabled them to obtain at least some of the services they felt their children needed, and 88% felt they could not have received the assistance they needed if PACER's services hadn't been available.

OTHER PARENT TRAINING PROJECTS

EARLY CHILDHOOD PARENT PROJECT

In June 1988, PACER received a 16 month grant from the Minnesota Department of Education Interagency Early Childhood Project to initiate a new project to provide workshops, information and assistance for parents of infants, toddlers and preschoolers with disabilities.

In order to ensure family involvement in the process, families need to become knowledgeable about 1) early intervention service systems, 2) their rights under the law and 3) communication skills for team planning and advocating for their child. As a result of this knowledge, parents will gain the confidence and skills required to help their child. The impact of intervention on the children with disabilities is directly proportional to the nature of parent's participation.

PACER's Early Childhood Family Training Project during 1988-89 presented nine workshops with 168 people attending and received more than 500 calls from families requesting information and assistance.

During the year, an eight-page newsletter was designed and developed for families of young children with disabilities. Three issues were mailed with the first issue sent to 200 people and the third issue to more than 2,000.

PACER's early childhood workshops address the informational needs of parents of infants, toddlers and preschoolers with disabilities to help them successfully negotiate the systems and insure that the needs of their child and family are met.

PROJECT FOR PARENTS OF CHILDREN WITH EMOTIONAL/BEHAVIORAL DISORDERS

In October 1988, PACER began a unique project for parents whose children have emotional or behavioral disorders (EBD). PACER received a one-year grant from the Portland, Oregon Research and Training Center to improve services to children with serious emotional disorders. The focus of the project is on fostering the development of a statewide network of parents capable of impacting systems which serve children with EBD.

PACER has implemented goals and objectives relating to the development of a statewide Minnesota network of parents. During October 1, 1988 through May 31, 1989, the EBD project developed an Advisory Board of parents who are interested in forming a statewide network of parents, received more than 700 calls requesting workshops and individual assistance, attended and participated in a total of 39 workshops and meetings related to children's mental health issues involving over 1,000 individuals and developed a resource list of books, readings and videotapes for parents and other interested individuals.

The EBD Project is a necessary and timely resource for parents in an area of increasing awareness of emotional disorders in children and its affect on parents and families.

TRANSITION PARENT WORKSHOPS

PACER, in 1988-89, presented five transition workshops which were attended by 256 people. These workshops were developed to meet the information needs of high school students with disabilities and their parents to help the students make a smooth transition from school to the world of work and community.

The evaluations completed by the participants indicate that the transition workshops are responding to the questions and concerns parents have about planning for the future of their high school-age student who has disabilities. However, there is a general sense on the part of many participants of

being overwhelmed by the complexities of adult service systems.

SURROGATE PARENT PROJECT

In 1988-89, through a contract with the Minnesota State Department of Education, PACER continued to provide training and information on the state's surrogate parent rules.

The project focus this year was on reaching more foster parents with information about parent training. Two workshops were held for 20 potential surrogate parents, in Minneapolis and in Duluth, Minnesota. Both were designed for foster parents who were interested in serving as surrogate parents for children in their care. PACER received more than 40 calls on surrogate issues from parents and professionals. In addition, PACER sold or rented its surrogate parent training videotape to 6 school districts or organizations throughout the U.S.

MINNESOTA SUPPORTED EMPLOYMENT PARENT PROJECT

PACER Center received a subcontract for the third year from the Minnesota Supported Employment Project to develop and conduct workshops on supported employment and related issues for parents and families of persons with disabilities.

During the current year 1988-1989, MN/SEP contracted with PACER to conduct a 6-session series in the Twin Cities metropolitan area on systems change advocacy for supported employment, and a 3-hour and a 6-hour workshop for parents in greater Minnesota on supported employment. In addition, PACER was to speak about supported employment from a consumer/family perspective at various meetings and conferences, and provide phone information and assistance on supported employment to consumers, families and professionals. PACER presented to 11 groups reaching 345 people during 1988-89, and provided information and assistance to 479 individuals.

PIP: PROGRAMS INVOLVING PARENTS - A COMPUTERIZED BULLETIN BOARD

PACER co-administers a computerized Bulletin Board on SpecialNet called Programs Involving Parents (PIP). The PIP Bulletin Board features parent programs and projects, parenting information, resources for parents, news on parent meetings and about parent concerns, and parent-to-parent communication. SpecialNet is an electronic network about special education issues.

DIRECTORY OF SERVICES ON EARLY CHILDHOOD, TRANSITION, AND
PROGRAMS FOR STUDENTS WITH EMOTIONAL DISORDERS

PACER has developed a 300 page directory of early childhood services in Minnesota. It will be posted on SpecialNet and made available in printed copies.

The transition directory was updated this year and contains 200 pages listing the types of services and programs available to people with disabilities who will be making the transition from school to community or work. The directory is organized into 12 regions covering the state of Minnesota, and may be purchased by specific region or as a unit from PACER Center, Inc. The transition directory is also available on SpecialNet, and may be reproduced by anyone who has access to the system.

PACER has updated its directory services for children with emotional disorders. The directory contains a wide variety of services available to people with emotional disorders. The list gives a brief but complete summation of characteristics for each service; for instance: how the program is funded, the type of service provided, service philosophy, etc. The directory is posted on SpecialNet and may be copied from that program. Hard copies are also available.

II. PROGRAMS FOR STUDENTS - 1988-89

COUNT ME IN DISABILITY AWARENESS PROGRAM

The COUNT ME IN project trains volunteers to provide educational programs about people with disabilities to preschool, elementary and secondary age students. The program seeks to foster positive attitudes about people with disabilities and to dispel myths and fears children and adults have regarding disabilities.

Since its inception in 1979, the COUNT ME IN program, using child-size puppets and special scripts to present its message, has involved more than 120,000 individuals with handicap awareness. This year COUNT ME IN reached more than 13,500 people in 171 shows.

This year COUNT ME IN volunteer trainings involved 77 participants. Through these efforts, more children and adults were reached with correct information about the needs and abilities of people with disabilities.

LET'S PREVENT ABUSE PROGRAM:

PACER's LET'S PREVENT ABUSE project was developed in 1983 because of the increasing awareness that children with disabilities are at a higher risk for child abuse. PACER received requests from concerned parents and others to research and develop a puppet presentation that could teach children about the prevention of child abuse.

The puppet presentation addresses self-protection strategies, feelings associated with abuse, the importance of telling someone, and the fact that a child is never at fault. The scripts, for children with or without disabilities, incorporate children's language with an opportunity for students to interact with the puppets and puppeteers. The message is given in a sensitive and nonthreatening manner.

The show presented information on preventing child abuse to 13,229 elementary school age students and 542 teachers in 61 schools in the Twin Cities area. This was a record number of children viewing the project.

Sixty-one people attended PACER's training program for volunteers and the project responded to 550 requests for information about the impact of the puppet program on child abuse prevention.

COMPUTER RESOURCE CENTER:

PACER's Computer Resource Center opened in September 1987. The goal of the Center is to open doors for children and young adults with disabilities through their use of computers and computer technology. The Center provides information, individual assistance and "hands-on" experience appropriate for the individual's special needs to parents, professionals and children and adults with disabilities. As a result, they can maximize their potential to become as independent as possible.

During the Computer Resource Center's second year, 15 presentations reached more than 300 individuals and nine workshops attracted 183 people. More than 1,100 people contacted the Computer Resource Center for information and assistance.

The comments received from parents and professionals assures PACER that the Center is a valued resource in the state.

III. TECHNICAL ASSISTANCE PROJECTS - 1988-89

PACER now has four technical assistance projects serving a variety of programs in the Midwest and around the nation. These projects are based on the premise that by strengthening parent training programs, the involvement of families in service delivery will increase.

TECHNICAL ASSISTANCE TO PARENT PROGRAMS (TAPP)

PACER serves as one of four regional centers for the Technical Assistance to Parent Programs (TAPP) Project. TAPP was first funded by the Office of Special Education Programs (OSEP) in 1984 to provide technical assistance to parent training projects currently funded by OSEP and to promote parent training in states and areas where there is not a funded project. As the Midwest Regional Center, PACER serves 18 parent groups in 14 Midwestern states and provides individualized technical assistance through on-site and phone consultation, resource materials, networking and training workshops. The TAPP Project at PACER responded to approximately 500 phone and mail requests during 1988-89. Each year the PACER Regional Center hosts a midwest regional conference. In May 1989, the two day conference was held in Detroit, Michigan and attended by 70 people from parent training projects in the Midwest. PACER's staff also serve on the TAPP Select Committee, a group of people concerned with including more culturally diverse families in parent training.

SUPPORTED EMPLOYMENT PARENT TRAINING TECHNICAL ASSISTANCE (SEPT/TA)

The Supported Employment Parent Training Technical Assistance (SEPT/TA) Project began at PACER in October 1987. The SEPT/TA Project is funded by the Office of Special Education and Rehabilitation Services of the U.S. Department of Education through a subcontract of the Technical Assistance to Parent Programs (TAPP) Project. SEPT/TA offers services nationwide to parent training groups and state supported employment projects to develop their capacity to reach and train more parents about supported employment. Areas of technical assistance include: resource materials, referral to consultants or on-site consultation by SEPT/TA staff, training and workshop design and an annual national conference. In addition, SEPT/TA facilitates the national exchange of information about parent training on supported employment.

The SEPT/TA Project responded to over 430 telephone and mail requests between September 1988 and May 1989. In addition, SEPT/TA staff planned and implemented a topical meeting in January 1989 for 26 representatives from 15 projects interested in developing training on supported employment

and a national conference in April 1989 for 45 people from 29 projects. In addition, SEPT/TA presented at four statewide Supported Employment conferences in Florida, Montana, Pennsylvania and Puerto Rico, and at three national conferences, including TASH held in Washington, D.C., the Council of State Administrators of Vocational Rehabilitation, Arlington, VA and the National Symposium on Supported Employment, Virginia Beach, VA. Over 500 parents, professionals and consumers were in attendance at these seven meetings. A Reference Manual for Parent Training about Supported Employment was compiled and distributed and a newsletter, entitled the SEPT/TA MEMO was developed and distributed nationally.

NATIONAL EARLY CHILDHOOD TECHNICAL ASSISTANCE SYSTEMS
(NEC*TAS)

PACER, as a part of the National Network of Parent Centers, is in its second year of participation in the National Early Childhood Technical Assistance System (NEC*TAS). The purpose of NEC*TAS is to assist states across the nation in developing a comprehensive system of service for families having young children with disabilities. PACER and the other parent regional offices, through involvement with NEC*TAS, provide a link between parent training projects and state efforts to plan early childhood services. This past year at PACER, 300 contacts concerning NEC*TAS were received and PACER staff presented at four conferences.

PACER's staff have served as the chair of the NEC*TAS Cultural Diversity Work Group, and in that role have taken responsibility for increasing the awareness of NEC*TAS staff and state personnel to the needs of culturally diverse families. The many activities in this area have included:

- * the completion of the first edition of A Bibliography of Selected Resources on Cultural Diversity: For Parents and Professionals Working With Young Children Who Have, Or Are at Risk for, Disabilities.
- * planning for a training at a NEC*TAS staff development meeting
- * presentations on cultural diversity at four national meetings.
- * providing technical assistance to states

PACER's other NEC*TAS activities during 1989-90 have included:

- * presentations at two national conferences on family concerns related to early intervention for 42 people.

- * participation in three national focus groups
- * individual technical assistance to states on issues related to P.L. 99-457 through multi-state meetings, on-site visits, and written materials and phone consultations
- * networking with other technical assistance organizations through presentations, collaboration, and information dissemination
- * contributing resource materials to the NEC*TAS clearinghouse
- * contributing items to the SpecialNet Early Childhood Bulletin Board

COLLABORATION AMONG PARENTS AND HEALTH PROFESSIONALS PROJECT (CAPP)

The purpose of the CAPP Project is to increase and encourage parent involvement in the health care of their children with disabilities and chronic illnesses and to enable parents to integrate more fully the health, education, and psychosocial needs of children and families. The CAPP Project has developed a program of training and information services for families and promotes partnerships with health professionals similar to those developed by coalitions of parents which enable them to more fully participate in the education process of their children.

The CAPP Project is funded by the U.S. Department of Health and Human Services, Division of Maternal and Child Health.

CAPP is implemented in conjunction with the Technical Assistance for Parent Programs (TAPP) Project which assists special education Parent Training and Information programs and which is coordinated by the Federation for Children with Special Needs. In September 1988, the CAPP Project designated four regional offices. PACER Center is the Midwest Regional Office.

The CAPP Project has three goals:

- * The preparation of parents to assume an integral role in the health care of their children with disabilities and chronic illness.
- * The promotion of communication and collaboration among parents and health care providers.
- * The development of a national system to ensure parents access to information and peer support.

The activities of this project include the development of written materials, training packages, workshops and presentations.

The CAPP Project workshops for families of children with special health needs are 2 1/2 hours long and are open to the public free of charge. Two workshops were held with 52 persons attending. Ninety-two percent of the people responding to the evaluation rated the workshop excellent to good.

PACER's CAPP Project has also organized a parent advisory committee of 15 members to advise the project on various health issues and activities. CAPP provides technical assistance to 17 Parent Training and Information Centers (PTI) in the Midwest Region. This past year, it provided individual assistance to 12 PTI's in the Midwest Region and received over 300 requests for information and assistance. Materials from CAPP, as well as individualized information was provided to 45 families.

LEVEL I - PUBLIC INFORMATION

PACER Center's public information efforts include informing the general public about the educational rights of children with disabilities, informing parents of children and young adults with disabilities about PACER's workshops and other services, and informing educators and other interested groups and individuals about PACER's programs.

LOCAL AND STATEWIDE PUBLICITY

PACER's primary media mailing list is composed of all daily, weekly, and community newspapers; all radio and television stations in Minnesota; and the newsletters of the state's many organizations for children, youth and adults with disabilities.

Every PACER workshop is publicized by news releases sent to area newspapers, radio/TV stations and newsletters; in addition, special educators and other community persons with an interest in children in special education are notified about the workshops so they can further relay the information to the parents and other professionals.

PACER also publicizes new developments at PACER or in the disability area, trainings/workshops, new publications, other information related to parent training, and special events. In the past year, these included stories about:

- * PACER's project on emotional and behavior disorders
- * PACER's new Computer Resource Center opportunities
- * PACER's Board of Directors

*Publications:

Opportunity Knocking: The Story of Supported
Employment
A Teacher's Manual on Students in Transition Using
Planning
An updated Resource Manual on Child Abuse
Brothers and Sisters Talk with PACER

*Special workshops on topics relating to:

Integration
Siblings
Sexuality
Surrogate Parents
Independent Living (with Ed Roberts)

*Special events:

PACER's 10th Anniversary
PACER's 7th Annual Benefit

Thousands of people learned about PACER's programs from a TV and a radio show. A panel of PACER staff was featured on the hour-long "Twin Cities Live" morning show on KSTP-Channel 5 TV. Staff told about their work advocating for families of children with disabilities and answered questions from the TV audience. PACER Co-director, Paula F. Goldberg, participated in another call-in program over Minnesota Public Radio--KSJN's "Midday" discussion with educator Joe Nathan about integration of children who are deaf.

NATIONAL PUBLICITY

PACER also has a mailing list of publications that deal with special education concerns and are distributed on a national level or outside the state of Minnesota. News that may interest parents or educators nationwide is sent to these organizations. News stories related to PACER this year have included information about various PACER publications, about supported employment, siblings, and resource manuals for the LET'S PREVENT ABUSE and Students in Transition projects.

In addition, PACER administers a SpecialNet bulletin board called PIP (Programs Involving Parents). In the past 12 months, 91 articles have been posted describing parent training projects, publications and replicating (with permission) articles developed by other groups.

PACER also receives requests to reprint articles from its newsletters or excerpts from its other publications. PACER received 37 requests from 12 other newsletters and 25 groups for reprinting articles, copies of other PACER materials (3,600), and extra copies of newsletters (1560).

SUMMARY OF PUBLICITY

Those publicity efforts whose results can be measured generated a total of:

- 396 articles* in the Minnesota print media (commercial or public newspapers) and disability organization newsletters within Minnesota
- 52 articles in national or regional disability organization newsletters.

*This figure includes stories done about PACER's puppet programs by reporters from local newspapers.

PACER public service announcements and news releases have also aired on many metropolitan and statewide radio and TV stations.

NON-MEDIA PUBLIC INFORMATION PROGRAMS

PACER also seeks to reach the public directly with information about its services. Flyers and newsletters were displayed at several conferences for various audiences in the metropolitan area and in rural cities and towns.

In Minnesota and nationally, PACER staff members from its various programs made 115 presentations to groups requesting information about its programs and the parental role in special education. More than 5,800 persons attended the presentations; they included medical and educational professionals; business leaders; university students; and state agency personnel.

The growth of PACER's newsletters to reach both specific and general populations continued this year with the introduction of three new newsletters and expanding mailing lists for the other newsletters. By May 1989, PACER's newsletter circulation was as follows:

The PACESETTER	28,396
The PACER ADVOCATE	348
The COMPUTER MONITOR	1,842
EARLY CHILDHOOD CONNECTION	2,014
SEPT/TA MEMO	<u>250</u>
TOTAL	32,850

CONCLUSIONS

Minnesotans in all regions of the state were potential recipients of information about PACER and special education issues. Hence, the goals of reaching 5,000 persons through the media and 500-800 through staff presentations (as expressed in PACER's federal grant application) were exceeded.

LEVEL II - WORKSHOPS FOR ALL PARENTS

LEVEL III - WORKSHOPS FOR SPECIAL GROUPS

PURPOSE

PACER Center conducted a total of 12 Level II and 44 Level III workshops in 1988-89. Level II workshops are for all parents of children with disabilities and Level III workshops are for special groups of parents (such as those whose children are preschool age or have a particular disability), or are on special topics.

The content in both types of workshops focuses on parents' and children's rights in special education, with information on assessment, parent involvement in planning individual education plans (IEPs), and parent-school communications. Participants at PACER workshops receive a packet of information, which contains material on special education laws.

Two Level II workshops were sessions devoted to teaching parents how to communicate more effectively and comfortably with their children's schools. PACER presented its regular Level II workshops in all geographical areas of the state: rural, small city, and larger metropolitan area.

SUMMARY OF LEVEL II AND III WORKSHOPS

LEVEL II

The 12 Level II workshops were attended by 371 persons including 258 (70%) who were parents of children with disabilities. (PACER's projected goal in its federal grant was to reach 300 to 400 persons at 8-12 workshops.) Seven of these workshops were held outside the greater Minneapolis-St. Paul metropolitan area. The workshops were held throughout the state as indicated below:

AREA	NO. OF WORKSHOPS
Region 3	2
Region 4	1
Region 7	1
Region 8	2
Region 10	1
Region 11E (St. Paul area)	1
Region 11W (Minneapolis area)	4
Total	<u>12</u>

LEVEL III

The 44 Level III workshops were attended by 1,685 persons. PACER Center's projected goals for 1988-89 in its federal grant were to reach 450 to 500 parents at 18 to 24 workshops. Fifty-five percent of the Level III workshops given this year were held in the Twin Cities metropolitan area.

Parents expressed to PACER a desire to have more information on specific topics. As a result PACER:

- (1) Presented 8 preschool workshops in 1988-89, reflecting an ongoing need for early information for parents. Minnesota's mandated age for serving children in need of special education was reduced from age three to birth in September 1988.
- (2) Presented 3 special workshops with assistance from the Minnesota State Department of Education. The workshops were on: Least Restrictive Environment (LRE), Self-Advocacy Issues, and Sexuality/Siblings. These workshops were attended by 233 persons.
- (3) Presented five information seminars on transition services for parents and students at five metro high schools. Information was distributed about various transition agencies and services in Minnesota.

The groups to whom PACER gave Level III workshops included young and new parents, transition age students and their parents, parents organized around specific disabilities, and parents' groups organized in connection with a school or medical facility.

EVALUATION BY PARTICIPANTS

Participants at Level II and Level III workshops were asked to complete an evaluation questionnaire, and 540 participants out of 2,056 did so. The following information is from these questionnaires. Comments recorded here and in following sections are representative of most of the comments from participants.

When "responses" exceed surveys returned, participants have given more than one response per question.

THE QUESTIONS AND RESPONSES1. Who attended the workshops? (Responses = 540)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
Parent/relative of handicapped child	339	63%
Staff member of other agency	62	12%
Special educator or administrator	57	11%
*Other	37	6%
Regular educator or administrator	23	4%
Foster parent	<u>22</u>	<u>4%</u>
**Total	540	100%

* e.g. surrogate parents, social workers, doctors, students, aides, nurses, friends, volunteers, advocates.

**Some respondents were listed under more than one category.

2. What is the age of your child with a disability?
(Responses = 351)

<u>Age</u>	<u>Number</u>	<u>Percentage</u>
Birth to 3 years	69	20%
4-5	42	12%
6-11	138	39%
12-14	47	14%
15-18	36	10%
19-22	8	2%
Older	<u>11</u>	<u>3%</u>
Total	351	100%

3. What is your child's primary handicapping condition?
(Responses = 339)

<u>Handicap</u>	<u>Number</u>	<u>Percentage</u>
Learning disabilities & ADD	96	28%
Mental Retardation	85	25%
Orthopedically impaired	43	13%
Other health impairments	32	9%
Hearing impaired	19	6%
Developmentally delayed	17	5%
Emotional Disturbance	14	4%
Speech impaired	11	3%
Multiple handicaps	9	3%
Epilepsy	7	2%
Autism	<u>6</u>	<u>2%</u>
Total	339	100%

4. On the whole, how would you rate this workshop?
(Responses = 404)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
Excellent	191	47%
Very Good	166	41%
Good	47	12%
Fair	0	0%
Poor	<u>0</u>	<u>0%</u>
Total	404	100%

5. Have you learned anything new? (Responses = 443)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
YES	427	96%
NO	<u>16</u>	<u>4%</u>
TOTAL	443	100%

6. Has this workshop helped you understand what to do if you are not satisfied with your child's education?
(Responses = 270)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
YES	264	98%
NO	<u>6</u>	<u>2%</u>
TOTAL	270	100%

7. How did you find out about this workshop?
(Responses = 435)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
PACER	180	41%
Flyer, school	80	18%
Flyer, other org	54	13%
*Other	39	9%
Parent Group	36	8%
Friend	28	7%
Newspaper	15	3%
Radio/TV	<u>3</u>	<u>1%</u>
Total	435	100%

*Teachers, social workers, physicians, fellow workers, family member, etc.

8. Would you like to receive special training to be an advocate for children with disabilities?
(Responses = 273)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
YES	104	38%
NO	<u>169</u>	<u>62%</u>
TOTAL	273	100%

9. List a few important things you have learned or parts you liked best. (Responses = 728)

<u>%</u>	<u>No.</u>	<u>Things mentioned as learned or liked</u>
18%	(131)	I.E.P. (explanation; parent participation)
17%	(122)	Other (school district responsibilities, terms, visuals, testing methods, related service issues, sexuality and siblings point of view, funding, self concepts)
15%	(111)	Parents, children with disabilities, have legal rights
9%	(66)	Assessment procedures
7%	(55)	Communication and assertiveness
7%	(49)	Sharing and support shown by speakers and by other parents
5%	(38)	Due process rights
5%	(34)	Least Restrictive Environment (LRE)
4%	(29)	Parents point of view is important
3%	(22)	Transition Issues
3%	(21)	Parent/professional relationships
3%	(19)	Entire workshop was valuable
3%	(19)	Legislation (federal and state)
2%	(16)	Workshop packet and resource information
1%	(11)	PACER's services
1%	(7)	Importance of and access to records
100%	(728)	Total

10. Do you have any suggestions for improving this workshop? (Responses = 171)

<u>Percentage</u>		<u>Suggestions</u>
23%	(39)	More time in general to cover topics
19%	(33)	Organization; timing (more time for questions, parts too long or too short, at least one break)
18%	(30)	Other: explain terminology; give specific examples and suggestions regarding mainstreaming; explain IEP, explain all abbreviations
12%	(21)	More time for questions
10%	(16)	Very helpful, very knowledgeable presenters

7%	(12)	Facilities; room arrangement (too cold, too hot, tables to write on, better visibility, better tasting coffee)
4%	(6)	Include educators or representatives from school for a more positive approach
2%	(4)	Want to learn more about PACER, who we are and what we do
2%	(4)	Structure small groups (parents with similar problems.) More examples, more parent participation.
2%	(4)	Have handouts with local/outlying resources, agencies and programs listed
1%	(2)	More time needed to discuss own child's problems
100%	171	Total

11. What topics would you like for another workshop?
(Responses = 260)

<u>Percentage</u>		<u>Topics</u>
24%	(62)	Workshops for specific information about handicaps (learning disabilities and ADD were mentioned often); others: mental retardation, hearing impairments, emotional/behavioral, cerebral palsy, speech/language
22%	(56)	Other: inservices for educators, stress management, support groups, sexual awareness, abuse, homebound services, etc.
13%	(33)	More of the same
8%	(22)	Transition (what comes after high school, career planning college, vocational training and rehabilitation for the individuals with disabilities
8%	(22)	I.E.P.; assessment; (parent preparation)
5%	(14)	Communication skills; assertiveness (with schools and with medical professionals)
5%	(13)	Self-esteem, social skills, discipline
4%	(10)	Least restrictive environment (LRE)
3%	(8)	Preschool services
3%	(7)	Advocacy training
2%	(5)	Policies and services in particular school
2%	(5)	Legislation updates and reviews
1%	(3)	Resources available, how to reach
100%	260	Total

PARTICIPANT COMMENTS:

"The workshop was very resourceful and gave me much information about my rights as a parent."

"The presenters were informed and confident in attitudes and actions."

"Your motivation was invaluable, keep up the good work."

"Before I came to this meeting, I just went with the flow of things now I know what action to take."

"Your printed materials are an excellent reference."

CONCLUSION - LEVEL II AND LEVEL III WORKSHOPS

Level II and III workshops were attended by 2,056 persons in 1988-89.

A workshop on Least Restrictive Environment included the sharing of innovative approaches to LRE by principals. A special workshop on sibling issues was heavily attended and well received.

Participants continued to find the workshops on laws, rights, and responsibilities relevant and informative, and to find the presenters supportive and positive in their approach to parents and professionals.

WORKSHOP LOCATIONS AND ATTENDANCE

The tables on this and the next page show the locations, dates, and numbers of participants at all Level II and III workshops. Following the tables is a map of Level II workshops, showing the towns in which they were held and the area from which participants were drawn to each workshop.

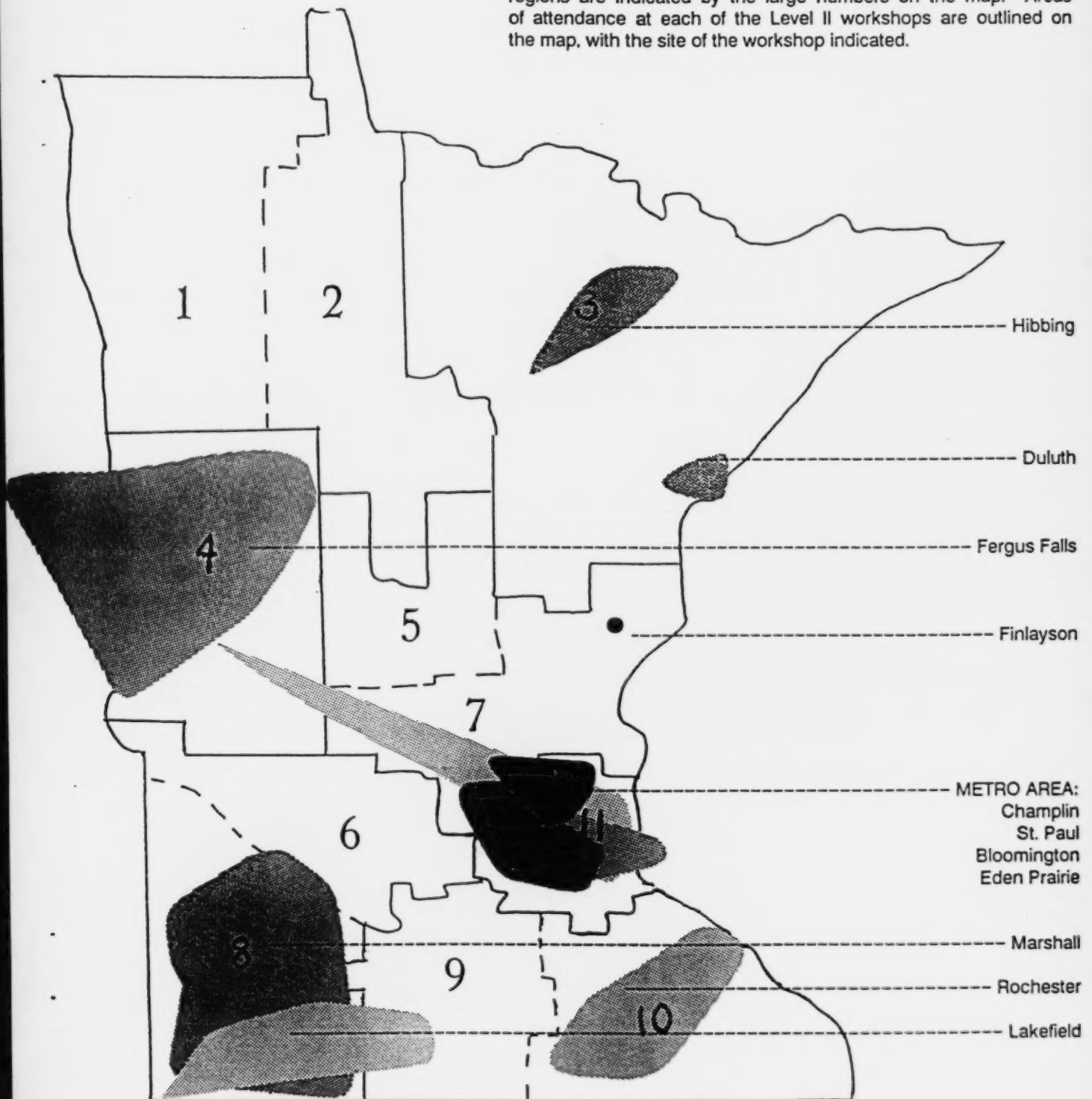
LEVEL II WORKSHOPS

WORKSHOPS	DATE	PARENTS	PROFESSIONAL	TOTAL
1. Fergus Falls	9-22-88	32	22	54
2. Lakefield	9-29-88	27	8	35
*3. Rochester	10-17-88	20	7	27
4. Eden Prairie	11-22-88	30	4	34
5. Bloomington	2-7-89	31	25	56
6. St. Paul	3-9-89	26	8	34
7. Finlayson	2-24-89	12		12
8. Champlin	3-20-89	12	6	18
9. Marshall	4-24-89	29	19	48
10. Bloomington	4-27-89	21	10	31
*11. Duluth	5-8-89	7	3	10
12. Hibbing	5-9-89	<u>11</u>	<u>1</u>	<u>12</u>
Total		258	113	371
*Communication Workshops				

LEVEL III WORKSHOPS

WORKSHOPS	DATE	PAR	PROF	STUD	TOTAL
1. ACCH Cleveland, OH	6-12-88	7			7
2. Anoka Preschool	6-16-88	24			24
3. Fairb. Acad. (Deaf)	6-17-88	70	15		85
4. Utah ICC Parents	6-22-88	10	4		14
5. Spina Bifida Trans	6-23-88	30	10		40
6. Nat'l Network of Parent Centers	6-23-88	25			25
7. Spina B. Conf	6-23-88	78			78
8. Spina B. Conf	6-23-88	40			40
9. Spina B. Conf	6-23-88	21	4		25
10. MACLD Trng	7-13-88	14	1		15
11. MN ARC Conf.	8-20-88	50	25		75
12. Anoka Presch	9-12-88	15			15
13. Parents for Heart	9-13-88	9	1		10
14. Alabama, Trans	9-16-88	55	35		90
15. DD Council, NE	9-19/20-88	20	25		45
16. Blaine H.S. Trans	9-19/20-88	100		15	115
*17. Ed Roberts	9-24-88	20	5		25
18. TAPP Annapolis	9-28-88	100	100		200
19. TAPP NL	9-19-88	40			40
20. Northfield Trans	10-12-88	30	4		34
*21. Siblings/Sexuality, St. Paul	10-24-88	82	15		97
22. Mpls. Parents MR	11-3-88	6	4		10
23. TAPP, MO	11-4-88	10	1		11
24. Como Preschool	11-7-88	9			9
25. Como Preschool	12-6-88	11			11
*26. AMI/MHA, Mpls.	1-25-89	38	2		40
27. Fndn for Hearing	1-28-89	36	5		41
28. RRC Conf NM	2-16-89	30	20		50
29. Stillwater HS Trans	2-16-89	12	2	2	16
30. TAPP D.C.	2-27/28-89	40	10		50
31. TAPP D.C.	2-28-89	10			10
32. SW State Univ	3-6-89	10			10
33. SW State Univ	3-6-89	5			5
34. Cooper HS Trans	3-6-89	12	1	8	21
35. DD State Conf, LA	3-10-89	22	20		42
36. St. Paul Preschl	3-28-89	5	2		7
37. Spr Lake Pk Trans	3-29-89	45	15	18	78
*38. LRE - Mpls.	4-8-89	64	47		111
39. Parents of H.I.	4-1-89	5	1		6
40. R Lindh Presch	4-11-89	5	2		7
42. Wayzata HS Trans	4-11-89	20	6	8	34
43. Duluth Presch	5-9-89	5	4		9
44. R. Lindh Presch	5-23-89	7	1		8
TOTAL		1,247	387	51	1,685

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**ATTENDANCE AREAS FOR PACER'S LEVEL II
 WORKSHOPS IN 1988-89:** Minnesota's special education
 regions are indicated by the large numbers on the map. Areas
 of attendance at each of the Level II workshops are outlined on
 the map, with the site of the workshop indicated.



*Funds provided by the Minnesota State Department of Education assisted PACER in presenting these workshops.

Two transition workshops for parents were provided under PACER's federal parent training project. They are described in the section under Transition Parent Training.

FOLLOW-UP SURVEY OF PARENTS WHO RECEIVED
PACER SERVICES DURING THE YEAR - WORKSHOP PARTICIPANTS

PURPOSE

In June of 1989, telephone calls were made to 25 parents who had attended Level II workshops during 1988-89.

The purpose of these follow-up surveys were (1) to determine how, after a period of time, the participants evaluated the services they received, and (2) to determine whether parents were able to put to use the information they had received.

FOLLOW UP SURVEY OF PARENTS WHO ATTENDED LEVEL II WORKSHOPS

The 25 parents were chosen randomly from registration lists of persons who attended 4 of PACER's Level II workshops. They were located:

Workshop	Region	Number Interviewed	Workshop Date
Eden Prairie	11W	6	11-22-88
Bloomington	11W	6	2-7-89
Marshall	8	7	4-24-89
Hibbing	3	6	5-9-89

Thirteen parents (52% of those interviewed) lived in school districts outside the seven-county Twin Cities metropolitan area. This breakdown corresponds to the distribution of the general population of Minnesota.

The ages and primary disabilities of the children of the survey respondents correspond generally with the ages and disabilities of the children of other parents with whom PACER has had contact, even though the survey participants were chosen randomly.

EVALUATION RESULTS

Following is a summary of responses to the telephone surveys of parents who attended workshops.

1. Was any of the information presented at the workshop useful for you?

Yes	25	100%
No	<u>0</u>	<u>0%</u>
TOTAL	25	100%

The specific topics of useful information mentioned most frequently were: Legal rights, how to write an IEP, and the assessment process.

2. Are you more confident in dealing with schools because of information or support you have received from PACER?

Yes	24	96%
No	0	0%
Other	<u>1</u>	<u>4%</u>
TOTAL	25	100%

The one response in "Other" category was from a parent whose child is not in school yet.

Comments

"The IEP information helped me to better prepare for my sons conference."

"The explanation of the laws gave me the courage and determination I did not have before."

3. Do you feel you have been more involved in your child's educational program since you attended the workshop?

Yes	12	48%
No	11	44%
*Other	<u>2</u>	<u>8%</u>
TOTAL	25	100%

*Parents whose children are out of, or not yet in the educational system.

Comments:

"The workshop gave me the knowledge and confidence to pursue the program my daughter needed."

(From persons answering "NO" or "OTHER")
"Have always been extremely involved."

"Not more involved, but now more aware and I received direction."

4. Has your child received better services because you have put workshop information to use?

Yes	20	80%
No ("already had good services")	4	16%
Not Applicable	<u>1</u>	<u>4%</u>
TOTAL	25	100%

Comments:

"Now I understand the process and can work with professionals more effectively."

"My son now receives classroom instruction in EBD which school did not provide before."

5. Child's single most important disability

Mental Retardation	5	20%
Learning Disabilities	5	20%
Orthopedic Handicaps	4	16%
Speech or Language Impairment	3	12%
Emotional Behavior Disorders	3	12%
Epilepsy	2	8%
Hearing Impairment	1	4%
Multiple Handicaps	1	4%
Other	<u>1</u>	<u>4%</u>
Total	25	100%

CONCLUSION

PACER's Level II workshops provided parents with useful information, according to 100 percent of those surveyed in a follow-up study. Ninety-six percent also stated they felt more confident in dealing with schools because of information or support from PACER. Forty-eight percent believe they have become more involved with their children's educational programs since attending the workshop, and eighty percent feel that their child is receiving better services as a result of the workshop information.

LEVEL IV - WORKSHOPS FOR MINORITY AND UNDERREPRESENTED PARENTS

PURPOSE

Level IV workshops and community activities are designed to meet the needs of minority and other special groups of parents (e.g. urban poor). Level IV workshops are not offered as a replacement for minority involvement in Level II and Level III workshops but as a means to extend to a larger number of parents information about special education rights and responsibilities. Community inclusion efforts focus on informing professionals and parents within specific areas about special education and seeking from them ways in which to reach more parents.

SUMMARY

During 1988-89, PACER held seven workshops for underrepresented or minority parents. A workshop on special education laws was presented as part of a day-long conference devoted to the empowerment of Black parents in Minneapolis. Two workshops were held for the American Indian community. One presentation on Fond Du Lac Reservation was for Indian parents and professionals at their annual statewide Johnson-O'Malley workshop; the other was a presentation to the Indian Mental Health Board focusing on emotional disorders in children.

LEVEL IV WORKSHOPS

LOCATION	DATE	PAR	PROF	TOTAL
1. Cedar Riv. Parents	11-16-88	8		8
2. Children's Home Soc.	11-28-88	9	1	10
3. Teen Parents, Mpls.	12-5-88	7	1	8
4. Indian Mental Hlth Bd	1-13-89	5	15	20
5. MN Indian Ed. Conf	4-13-89	5	22	27
6. Black Parents Conf	4-22-89	15	20	35
7. Asian Parents Preschl	5-5-89	<u>16</u>	<u>10</u>	<u>26</u>
TOTAL		65	69	134

PACER staff attended 64 conferences with parents at schools or at PACER during 1988-89; of those parents 30 (47%) were

minorities or considered low income. A traditionally underrepresented group, parents of children with emotional disorders, were served in increasing numbers this year. Thirty-eight of the 56 school conferences, (68%) were with parents of children with emotional disorders.

Calls requesting individual telephone assistance about special education issues from parents who specifically identified themselves as minorities, were estimated to be in excess of 500, a significant increase over last year's tabulation of 400. These figures do not reflect calls that may have been taken from minority parents who did not identify themselves as such.

CONCLUSION:

Level IV workshops are an important part of PACER's Parents Training Parents program. They represent a concerted effort by staff to meet the needs of parents who might not otherwise attend workshops or seek information about special education. PACER recognizes that the number of minority and low income parents who request assistance are small, but the numbers reflect a 25% increase in identified minority callers over last year, and a nearly doubled attendance rate at minority workshops. The inclusion of culturally and racially diverse people in parent training is a necessary and important focus. PACER sees a need to continue working with special populations to encourage increased participation by parents planning their children's special education programs.

LEVEL V - TRAINING OF TRAINERS WORKSHOPS

PURPOSE

Level V TRAINING OF TRAINERS workshops are designed to train persons to assist in presenting PACER's Levels II, III, and IV workshops, and to provide effective individual assistance to other parents.

In 1988-89, PACER conducted six Level V workshops which were attended by 103 persons, exceeding the goal of 40-50 people. Eighty-six of the workshop participants were parents and 17 were professionals. PACER surveyed the 8 participants who attended the Minneapolis workshop.

EVALUATION BY PARTICIPANTS

1. Who attended the workshops? (Responses = 12 - May include multiple responses)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
Parent of child with disability	9	53%
Organization or agency staff	6	35%
Others*	<u>2</u>	<u>12%</u>
Total	17	100%

*Others include students, school aides, therapists

2. On the whole, how would you rate this workshop?
(Responses = 8)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
Excellent	3	37%
Very Good	5	63%
Good	0	0%
Fair	0	0%
Poor	0	0%
No response	<u>0</u>	<u>0%</u>
Total	8	100%

3. How would you rate the session? (Responses = 8)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Excellent	4	50%
Very Good	4	50%
Good	0	0%
Fair	0	0%
Poor	0	0%
No response	<u>0</u>	<u>0%</u>
Total	8	100%

4. Has this training session made you feel more self-confident in your ability to advocate for the needs of children with disabilities? (Responses = 8)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Yes	8	100%
No	0	0%
Somewhat	0	0%
No Answer	<u>0</u>	<u>0%</u>
Total	8	100%

5. Do you feel that the workshop packet will be useful to you? (Responses = 8)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Very useful	8	100%
Moderately useful	0	0%
Not useful	0	0%
No response	<u>0</u>	<u>0%</u>
Total	8	100%

LEVEL V TRAINING OF TRAINERS WORKSHOPS

<u>WORKSHOPS</u>	<u>DATE</u>	<u>PARENTS</u>	<u>PROF</u>	<u>TOTAL</u>
1. Rochester	10-18-88	3	4	7
2. Mpls.	11-10-88	9	3	12
3. Leadership Trng	3-18-89	16		16
4. Leadership Trng	4-1-89	17		17
5. Marshall	4-25-89	1	6	7
6. TAPP Midwest	5-16-89	<u>40</u>	<u>4</u>	<u>44</u>
Total		86	17	103

FOLLOW-UP SURVEY OF PARENTS WHO ATTENDED LEVEL V, TRAINING OF TRAINERS, WORKSHOPS DURING 1988-89

PURPOSE

To determine the impact of Level V workshop training upon the activities of participants, PACER distributed a survey to 30 people who attended Rochester and Minneapolis sessions in 1988-89. Fifteen surveys were returned.

When "responses" exceed surveys returned, participants have given more than one response per question.

SUMMARY OF THE SURVEY OF LEVEL V WORKSHOP PARTICIPANTS AND THEIR ACTIVITIES

1. When did you take PACER training? (Responses = 15)

<u>Time of Training</u>	<u>Date</u>	<u>Number</u>	<u>Percentage</u>
Fall 1988 Rochester, MN	10-18-88	7	47%
Winter 1989 Mpls., MN	11-10-88	<u>8</u>	<u>53%</u>
Total		15	100%

2. Are you a parent, advocacy staff person, or educator?
(Responses = 23. Some respondents defined themselves in more than one category)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
parent	10	44%
advocacy group rep	7	31%
educator	4	17%
other	<u>2</u>	<u>8%</u>
Total	23	100%

3. Please check all the activities that you have participated in since you attended the PACER Level V workshop. (Responses = 134 - More than one answer was marked by the respondents.)

<u>Number</u>	<u>Percentage</u>	<u>Activity</u>
14	10%	spoke informally to educator(s) about special education concerns
13	10%	provided advice or support to a parent of a child with a disability, (e.g. in person, over phone, etc.)
10	8%	communicated informally with policymakers (school board members and legislators) about special education
10	8%	counseled a parent prior to a school conference
9	7%	attended a conference/meeting regarding special education as a representative of parent/consumer group at the local, regional, state, or national level
8	6%	did volunteer work (or joined staff) for disability/advisory group
8	6%	helped plan meeting, workshop, in-service or conference regarding special education and/or children with disabilities
7	6%	wrote letter(s) or newsletter article(s) about special education issues

7	5%	wrote to elected officials or other policymakers about proposed special education laws or rules
7	5%	spoke to a school, church, civic, university, parent or consumer group
6	4%	spoke informally to doctors, dentists, lawyers, and other professionals about special education concerns
5	4%	joined a special education advisory group or committee
5	4%	helped an inactive parent group become more active or helped strengthen an existing parent/consumer group or coalition
5	4%	accompanied a parent to a school conference
4	3%	helped PACER at a workshop
4	3%	joined a disability/advocacy group
2	1%	wrote a letter to the editor about special education concerns
2	1%	helped organize a parent/consumer group or special education advisory group
2	1%	accompanied a parent to a conciliation conference
2	1%	was a speaker/panel member at conference or workshop related to special education
2	1%	spoke at a school board meeting on behalf of a special education concern
1	1%	provided testimony regarding special education issues at federal, state, or local hearings, conferences, or meetings
1	1%	other activities--please describe
134	100%	TOTAL

4. Did you find the PACER packets of information passed out at the workshop helpful and useful? (Responses = 15)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
YES	14	93%
NO	0	0%
NO RESPONSE	<u>1</u>	<u>7%</u>
TOTAL	15	100%

5. Did you receive information that was useful to you at the PACER session? (Responses = 15)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
YES	14	93%
NO	0	0%
NO RESPONSE	<u>1</u>	<u>7%</u>
TOTAL	15	100%

6. Do you feel that you developed more training and advocacy skills as a result of attending the workshop?
(Responses = 15)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
YES	12	80%
NO	2	13%
NO RESPONSE	<u>1</u>	<u>7%</u>
TOTAL	15	100%

7. Do you feel more self confident in your interactions with schools after attending the PACER workshop?
(Responses = 15)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
YES	12	80%
NO (didn't need)	2	13%
NO RESPONSE	<u>1</u>	<u>7%</u>
TOTAL	15	100%

8. OTHER COMMENTS

"PACER workshops are excellent. You give concrete, practical and helpful suggestions that work."

"Keep up the excellent work."

CONCLUSION

Persons attending Level V workshops in 1988-89 came from many areas of Minnesota, a positive development. Ninety three percent of the respondents to the follow-up survey stated that the information received at the workshops had been useful to them; 80% of the respondents stated they had developed more training and advocacy skills by attending the workshops; and 80% said they felt more self-confident in interactions with schools after workshop attendance.

LEVEL VI - INDIVIDUAL ASSISTANCE

PURPOSE

During the 12 month period beginning June 1, 1988, and ending May 31, 1989, PACER received 11,733 telephone and mail communications from parents of children with disabilities, professionals, and others. (*This number can include multiple contacts from the same individuals.) These communications included requests for general information, referral, inquiries about workshops or other presentations, and requests for individual advocacy assistance. This total also represents COUNT ME IN and LET'S PREVENT ABUSE contacts.

SUMMARY OF TELEPHONE AND MAIL COMMUNICATIONS

1. Number of communication intakes received each month

<u>Month</u>	<u>Parents</u>	<u>Advocate Organ.</u>	<u>Prof.</u>	<u>Other</u>	<u>Consumer</u>	<u>Total</u>
6-88	391	26	320	35	6	778
7-88	266	41	215	39	12	573
8-88	257	30	249	75	4	615
9-88	487	26	346	48	14	921
10-88	419	49	539	93	9	1,109
11-88	492	30	489	67	14	1,092
12-88	383	24	492	86	13	998
1-89	467	43	502	105	17	1,134
2-89	419	21	482	88	10	1,020
3-89	653	25	544	52	15	1,289
4-89	472	36	407	79	12	1,006
5-89	<u>597</u>	<u>33</u>	<u>459</u>	<u>103</u>	<u>6</u>	<u>1,198</u>
TOTAL	5,303	384	5,044	870	132	11,733
	(45%)	(3%)	(43%)	(8%)	(1%)	(100%)

"Parents" includes parents and certain relatives of children and youth with disabilities, foster parents, surrogate parents and group home houseparents. "Professionals" includes primarily school district and regional educational personnel. "Advocates" includes representatives of disability organizations, legal advocates, and persons who have taken PACER's advocacy training. Many of the advocates are parents of children with disabilities, but were counted as advocates when their inquiry dealt with children other than their own.

2. Total Communication Intakes by Regions

Minnesota is divided into planning regions that are also used as special education administrative regions. All 12 regions of Minnesota were represented in the 11,733 communication calls or letters PACER received.

<u>Region</u>	<u>Number</u>	<u>Percentage</u>
West Metro: Mpls. 11W	4,647	40%
East Metro: St. Paul 11E	2,573	22%
Southeast - Region 10	502	4%
South Central - Region 9	287	2%
Southwest - Region 8	177	1%
Central - Region 7	532	5%
West Central - Region 6	120	1%
North Central - Region 5	108	1%
West - Region 4	161	1%
Northeast - Region 3	262	2%
Northwest - Region 2	95	1%
Far Northwest - Region 1	110	1%
Out of State	2,098	18%
Out of Country	<u>61</u>	<u>1%</u>
Total	11,733	100%

3. Types of information and education services requested

Of the total 11,733 telephone and mail intakes, 9,372 (80%) included requests for information and education. (Many intakes included more than one type of request and are included in data for other "levels" as well.) These information and education intakes include a variety of types of requests, as indicated below.

<u>Intake</u>	<u>Number</u>	<u>Percentage</u>
Information and referral	3,122	33%
Information on PACER	3,267	35%
Other (laws, etc.)	830	9%
Supported employment	479	5%
Transition	387	4%
Surrogate	29	.5%
Conference request, talk	38	.5%
Media/bilingual/PIP Exchange	48	.5%
Meet with PACER staff	41	.5%
Computer Center	<u>1,131</u>	<u>12%</u>
Total	9,372	100%

4. How people heard about PACER's services

<u>Source of information about PACER</u>	<u>Number</u>	<u>Percentage</u>
Friends/relatives	118	19%
Advocacy organizations	102	16%
School personnel, preschool/DAC	98	16%
Other (newsletters, brochures, etc.)	93	15%
PACER workshops	65	10%
Medical personnel	38	6%
TV, radio	43	7%
PACER staff/board	41	7%
Government personnel	14	2%
Newspaper	<u>10</u>	<u>2%</u>
Total	622	100%

Of the 11,733 persons who contacted PACER Center, 622 (5%) indicated how they heard about the organization. Many of the intakes are from individuals who had contacted PACER previously, and those persons were not usually asked how they learned about the organization. Also, letters frequently do not convey this information.

5. Number of requests for individual advocacy assistance

Two thousand three hundred and seventy-eight (20%) of the total 11,733 telephone and mail intakes to PACER Center included inquiries classified as "individual assistance." These included questions relating to the educational needs of individual children. A large number of inquiries focused on the content and planning of IEP's; other questions dealt with: preschool programs, assessments, transportation issues, transition planning, and the rights of parents to see school records.

6. Sex of child whose parent called PACER (Number responding = 3,103)

<u>Sex</u>	<u>Number</u>	<u>Percentage</u>
Female	979	32%
Male	<u>2,124</u>	<u>68%</u>
Total	3,103	100%

7. Age of child whose parent called (Responses = 3,247)

<u>Age</u>	<u>Number</u>	<u>Percentage</u>
Birth-3	431	13%
4-5	366	11%
6-11	1,131	35%
12-14	528	16%
15-18	516	16%
19-21	117	4%
Over 21	<u>158</u>	<u>5%</u>
Total	3,247	100%

8. Primary disability of child (Responses = 2,989)

<u>Disability</u>	<u>Number</u>	<u>Percentage</u>
SLBP* (Includes learning disabilities, behavior problems and hyperactivity)	722	24%
Mental retardation and Developmental disability	612	21%
Emotionally disturbed*	460	16%
Physically disabled	498	17%
Other health impairments	291	10%
Hearing impairments	133	4%
Speech/language	97	3%
Vision	73	2%
Autism	65	2%
Multiple disabilities	38	1%
Total	1,725	100%

*A number of children in these categories were receiving services from both E/BD and the LD disciplines; parents did not always know the primary disability.

CONCLUSION - LEVEL VI

Requests for information and assistance increased by 19% during 1988-89, indicating a need for the continuation of this service by PACER.

FOLLOW-UP SURVEY OF PARENTS WHO RECEIVED INDIVIDUAL ASSISTANCE

A follow-up survey was conducted by telephone with 25 parents who had received telephone assistance from PACER in response to a question about the education of their child with a disability. Respondents selected were generally representative of all callers in terms of age, disabilities of children and regions of the state. Parents were selected on a stratified random basis.

1. How helpful was the information you received on the telephone?

Very helpful	21	84%
Moderately helpful	4	16%
Slightly helpful	0	0%
Not at all helpful	0	0%
TOTAL	25	100%

Specific Comments:

"The information I received helped me to come to a decision regarding our daughter."

"When I called PACER all my questions were answered."

"PACER's advice was encouraging, reaffirming and extremely helpful."

2. Did you feel more confident in your ability to work with the schools after speaking with PACER?

Yes	23	92%
No	<u>2</u>	<u>8%</u>
TOTAL	25	100%

Specific comments:

"When I learned the law, I became more confident at meetings."

"PACER helped me to sort things out and come to my own conclusions."

3. Has the information you received enabled you to obtain at least some of the services you feel your child needs?

Yes	21	84%
No	<u>4</u>	<u>16%</u>
TOTAL	25	100%

Specific comments:

"My son received the evaluation he needed and is now mainstreamed."

"The school hired a special teacher--now many children can be helped."

"I was successful in getting my child into a special class with your information."

4. Do you feel you could have received the assistance you needed if PACER's services had not been available?

Yes	4	16%
No	<u>21</u>	<u>84%</u>
TOTAL	25	100%

Specific comments:

"I didn't know where to get the help I needed--even my doctor could not help me."

"I was floundering for 3 or 4 years before I found PACER."

"I learned about TEFRA through PACER and am eternally grateful."

5. Is there anything you would like us to know?

Specific Comments:

"Knowing there is a place to call for information saves me both physically and emotionally."

"So happy to be able to sit down and work through the problem with a knowledgeable person."

"I am thankful there is a place parents can call that is not biased."

"If it hadn't been for PACER, I don't know where I'd be."

CONCLUSION

PACER assisted individual parents in numbers far exceeding its original goal for 1988-89. The evaluations indicate that parents rated PACER's services very high. The random sampling of 25 parents indicated that a large majority of those served found the information helpful, felt more confident in working with schools after talking with PACER, were able to obtain at least some needed services for their child through use of information received from PACER, and felt they could not have received the assistance they needed had PACER's services not been available.

EARLY CHILDHOOD PARENT TRAINING

INTRODUCTION

In 1988, Minnesota mandated special education services for children with handicapping conditions from birth. Both federal and state law mandate meaningful family involvement in planning, developing and implementing comprehensive services for young children with disabilities. In June 1988, PACER received a 16 month grant from the Minnesota Department of Education Interagency Early Childhood Project to initiate this special project.

In order to ensure family involvement in the process, families need to become knowledgeable about 1) early intervention service systems, 2) their rights under the law and 3) communication skills for team planning and advocating for their child. As a result of this knowledge, parents will gain the confidence and skills required to help their child. The impact of intervention on the children with disabilities is directly proportional to the nature of parent's participation.

SUMMARY

PACER's Early Childhood Family Training project during 1988-89 presented nine workshops with 168 people attending. Of this group, 107 were parents of young children with disabilities. Special visual aids (transparencies) were designed to accompany the workshop presentation. In addition, each person attending received a packet of information that was specifically developed for parents of children from birth to 5 years.

In 1988-89, PACER received more than 500 calls from families of children, birth to five, requesting information and assistance, an increase of 67% from 1987-88.

EARLY CHILDHOOD CONNECTION, an eight page newsletter, was designed and developed for families of young children with disabilities. Three issues were mailed and a fourth issue will be mailed September 1, 1989. The first mailing was distributed to 200 families and the third edition was mailed to more than 2,000 people. The newsletter contains family focus articles, information on services, suggestions for parents on current topics of concern, rights and responsibilities, system changes and other issues important for parent support.

PACER has also developed a new early childhood brochure for families and a statewide early childhood directory of early intervention services. The early childhood directory can be accessed through SpecialNet, a computer bulletin board.

<u>WORKSHOPS</u>	<u>DATE</u>	<u>PARENTS</u>	<u>PROF.</u>	<u>TOTAL</u>
1. Rochester	10-18-88	10	7	17
2. Minneapolis	12-5-88	19	5	24
3. St. Paul	3-29-89	7	4	11
4. Mankato	4-6-89	8	4	12
5. St. Cloud	4-11-89	26	18	44
6. Minneapolis	4-13-89	11	3	14
7. Thief River Falls	4-17-89	6	10	16
8. Bemidji	4-18-89	12	6	18
9. Minneapolis	5-23-89	8	4	12
TOTAL		107	61	168

1. Who attended the workshops? (Number of responses = 81)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
Parent/relative of a child with disability	55	63%
Special educator or administrator	9	10%
Staff member of other agency	15	17%
Foster parent	3	3%
Other	6	7%
Total*	81	100%

*May have marked more than one category

2. On the whole, how would you rate this workshop or presentation? (Number of responses = 76)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Excellent	28	(37%)
Very Good	38	(50%)
Good	10	(13%)
Fair	0	(0%)
Poor	0	(0%)
Total	76	(100%)

3. For parents, guardians, relatives or foster parents of children with disabilities, please tell us:

a. How old is your child(ren) with disabilities?
(Number of responses = 75)

<u>Age</u>	<u>Number</u>	<u>Percentage</u>
1 year old	8	(10%)
2 years old	9	(12%)
3 years old	20	(27%)
4-5 year olds	24	(32%)
6-older	14	(19%)
Total	75	(100%)

b. What is your child(ren)'s area of delay? (Number of responses = 75)

<u>Category</u>	<u>Number</u>	<u>Percentage</u>
Mental retardation	13	(21%)
Orthopedically impaired	12	(19%)
Developmentally delayed	8	(12%)
Learning Disabled or ADD	7	(11%)
Epilepsy	5	(8%)
Speech impaired	4	(6%)
Hearing impaired	4	(6%)
Multiple handicaps	4	(6%)
Vision impaired	3	(5%)
Autism	2	(3%)
Other health impairments	<u>2</u>	<u>(3%)</u>
Total	64	(100%)

c. Has this workshop helped you understand what you can do if you are not satisfied with your child's services? (Number of Responses = 60)

Yes	59	(99%)
No	<u>1</u>	<u>(1%)</u>
Total	60	(100%)

4. Have you learned anything new from attending this workshop or presentation? (Number of responses = 78)

Yes	77	(99%)
No	<u>1</u>	<u>(1%)</u>
Total	78	(100%)

If yes, please list a few things that were most helpful to you: (Number of responses = 103)*

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Resources available	16	(15%)
Printed material valuable	16	(15%)
Parent input important	15	(14%)
Explanation of laws & rights	10	(10%)
Information on IEP	10	(10%)
Parents and disabled children have legal rights	10	(10%)
Other (respite, communication, discussion groups overheads)	10	(10%)
All information valuable	8	(8%)
PACER's services	6	(6%)
How to keep records	<u>2</u>	<u>(2%)</u>
Total	103	(100%)

*More than one answer may have been given.

5. What suggestions do you have for improving this workshop or presentation? (Number of responses = 28)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
More time to cover topic	10	(36%)
Organization, timing (more time for questions, more time on specific subject.)	8	(29%)
More time for parent discussion	6	(21%)
Other	4	(14%)
Total	28	(100%)

6. If you are interested in attending another workshop, what topics would be of interest to you? (Number of responses = 38)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Basic Rights	10	(27%)
Workshops for specific information about disabilities	4	(11%)
Other	4	(11%)
Communication	3	(8%)
Transition	2	(5%)
Resources financial or educational	2	(5%)
Parents as advocates	2	(5%)
Total	51	(100%)

7. Would you like additional workshops to help you to be a better advocate for your child? (No. of responses = 51)

Yes	48	(94%)
No	3	(6%)
Total	51	(100%)

Comments:

"Information was specific, usable and down-to-earth."

"Presenters were available, were good listeners and gave needed support."

"I found the workshop helpful so I am even more aware of how I can communicate with parents on issues and feelings."

"You did an excellent job. Thanks a million."

"PACER, a group who can educate, encourage and advocate for parents."

CONCLUSION

PACER's early childhood workshops addresses the informational needs of parents of infants, toddlers and preschoolers, with disabilities. It is clear from the evaluations completed by the participants at the workshops, that there is concern on the part of parents about the complexities of planning for their child. There is a general sense on the part of many participants of being overwhelmed by the early intervention process. They expressed a strong desire for information that will help them to successfully negotiate the systems and insure that the needs of their child and family are met. PACER anticipates that parents of young children with disabilities will continue to have a need for information and training regarding their rights and responsibilities obtaining appropriate services, and how to effectively use their information and skills to communicate with professionals.

PROJECT FOR FAMILIES OF CHILDREN WITH EMOTIONAL/BEHAVIORAL DISORDERS

PURPOSE

In October 1988, PACER began a unique project for parents whose children have emotional or behavioral disorders (EBD). Funded by a one-year grant from the Portland Research and Training Center to improve services to seriously emotionally disturbed children, the focus of this project has been on fostering the development of a statewide network of parents capable of impacting systems which serve children with EBD. The intent is that such a network ultimately exist as an autonomous organization for the purposes of providing support to parents and families, and as a collective voice in shaping the development and coordination of services to children and adolescents with emotional problems.

SUMMARY

During the period from October 1, 1988 through May 31, 1989, the Project for Families of Children with EBD completed the following goals related to developing a statewide network of informed parents:

1. Established an Advisory Board of parents who are interested in developing a statewide network. The Board has met five times to discuss issues related to the formation of such a group, and board members have testified before both the Minnesota House and Senate about children's mental health needs in Minnesota.
2. Developed a mailing list of over 1,500 parents and others who have shared concerns for children and adolescents with emotional or behavior disorders.
3. Presented at 10 workshops on children's mental health issues. Three workshops, developed specifically for parents of children with EBD are described in greater detail under Workshops in this summary report.
4. Responded to more than 700 telephone requests for information or assistance from parents and professionals.
5. Attended 39 meetings related to children's mental health legislation and the development of a statewide parent group.
6. Organized a self-help group for parents of children and adolescents with EBD; the group meets monthly at PACER Center. The Project refers parents to existing groups or to other parents in their area, when possible.

7. Developed and distributed 600 brochures and more than 3,000 flyers describing the EBD Project to parents and to agencies which serve children with EBD.
8. Published information about children's mental health in two issues of the PACER's PACESETTER newsletter (circulation over 28,000), and in two issues of the PACER ADVOCATE.
9. Developed a "telephone tree" network to inform parents about legislation and other topical issues affecting children with EBD.
10. Developed a resource list of books for parents and collected additional reading and videotape resources for PACER's lending library.

Staff from the EBD Project attended and participated in 39 meetings and workshops related to children's mental health issues, including the development of children's mental health legislation and establishing a statewide network of parents, during the 8 month period through May 31, 1989. The attendance at these meetings indicates an interest in mental health services for children and the visibility accorded to Minnesota's initiative to develop a system of care for children with EBD and their families.

LEVEL I MEETINGS - EMOTIONAL DISORDERS

<u>LOCATION</u>	<u>DATE</u>	<u>PARENTS</u>	<u>PROF</u>	<u>TOTAL</u>
1. Indian Health Bd	1-5-89		9	9
2. Children's M.H.	1-5-89	2	38	40
3. Anoka E.D. Hearing	1-6-89	25	10	35
4. Children's M.H.	2-2-89	4	21	25
5. St. Paul E.D. Hearing	2-3-89	25	25	50
6. Washington E.D.	2-5-89	65	5	70
7. Children's M.H.	2-10-89	1	16	17
8. Fond du Lac Hearing	2-24-89	5	15	20
9. Children's M.H.	3-2-89	1	34	35
10. SEAC	3-8-89		23	23
11. Governor's Comm.	3-8-89		5	5
Total		128	201	329

LEVEL I WORKSHOPS - EMOTIONAL DISORDERS

<u>LOCATION</u>	<u>DATE</u>	<u>PARENTS</u>	<u>PROF</u>	<u>TOTAL</u>
1. Natl. E.D. Conf.	12-10-88	50	20	70
2. Fair School Psych	1-27-89		18	18
3. Fair School Psych	1-27-89		16	16
4. Children's Law Conf	4-4-89	2	18	20
5. Children's Law Conf	4-5-89	2	22	24
6. CASSP/Rochester	4-20-89	<u>5</u>	<u>70</u>	<u>75</u>
Total		59	164	223

PACER staff presented six Level I workshops and four Level III workshops reaching a total of 430 parents and professionals about children's mental health services. Level I workshops are presentations to primarily professional or mixed parent/professional audiences; Level III workshops are those specifically designed for parents of children with emotional or behavior disorders. Workshop topics covered parents' and children's rights in special education, parent-professional partnerships, communication, and home and community based services for children.

PACER developed a special workshop for parents, describing Minnesota's legislative initiative for children and adolescents with EBD and the CASSP (Child and Adolescent Service System Plan) model on which it was based, community resources available to children and families, advocacy strategies to improve services, and an exploration, with parents, of what they need and want from a self-help or support group and from a statewide organization. Evaluation results from the three Level III workshops utilizing this format are summarized below:

LEVEL III WORKSHOP - EMOTIONAL DISORDERS

<u>LOCATION</u>	<u>DATE</u>	<u>PARENTS</u>	<u>PROF</u>	<u>TOTAL</u>
1. E.D. Mpls.	1-17-89	23	6	29
2. E.D. Rochester	3-16-89	24	24	48
3. E.D. St. Paul	5-1-89	38	12	50
4. TAPP Regional Mtg MI	5-16-89	<u>70</u>	<u>10</u>	<u>80</u>
Total		155	52	207

EVALUATION1. Who attended the workshops?

Of 92 respondents, the largest category of response was parents (53%) followed by educators/administrators (17%) and agency staff (15%). Twelve responses (13%) were listed in the category "other," but were not defined.

2. Age of child with disability?

Of 71 parents responding, 49 (69%) had children between the ages of 6 and 14. Fourteen parents (20%) had children from ages 15-18, 6 (8%) had children birth through age five, and 2 parents (3%) had children who were adults.

3. How would you rate the workshop? (96 respondents)

Seventy-six persons (79%) rated the workshop as very good or excellent, 18 (19%) rated it as good, and two persons (2%) thought it was fair.

4. Have you learned anything new?

Of 96 responses to this questions, 95 (99%) said "YES".

5. Please list a few important things you've learned or parts of the workshop you found most interesting/helpful.

Of the 110 responses, the largest category was in the area of advocacy strategies and rights. Thirty-four persons (31%) found rights--particularly relating to IEP development, suspension and transportation--to be most helpful. Thirty-one (28%), liked the opportunity to share with other parents and the idea of parent support; 10 professionals (9%) cited learning about the needs of parents to be most helpful.

The update on legislation and community resources was mentioned by 24 (22%), while the final 8 responses (7%) found the statewide network of parents most interesting or helpful. It is not possible to tell from the narrative responses of participants, i.e. "the establishment of a group for parents," whether the responses refer to a statewide or local group, but conversations with parents did show a much higher level of interest in the formation of a statewide organization than indicated in the survey data.

COMMENTS

"I'm not alone! It was wonderful just to hear other parents with the same problems."

"Hearing what worked for others was very helpful."

CONCLUSION

PACER Center's Project for Families of Children with EBD was utilized in overwhelming numbers during its first 8 months of existence. More than 700 telephone calls were received from parents and professionals, and workshop and meeting attendance was more than 1,000. The passage of children's mental health legislation in 1989 represents a "first step"

in building a system of mental health services for children, but much work needs to be done to insure that services are appropriate to the needs of families. A great need exists for support for parents who have frequently been blamed for their child's disability, and for information for those who must negotiate the confusing non-system of agencies who serve their children. The EBD Project is a necessary and timely resource for parents in an era of increasing awareness of emotional disturbance in children, and its affect on parents and families.

TRANSITION PARENT TRAINING

PURPOSE

Transition workshops offered for the fourth year (1988-89), addressed the concerns that parents of secondary-age adolescents with disabilities have regarding the planning and the type of services that will be needed by their child in order to make the transition from high school to the world of work and community.

Five workshops were conducted. The first two focused on going from school to work and planning for employment. In this workshop, career development, vocational assessment, post-secondary training and vocational rehabilitation services and supported employment were addressed.

The remaining three workshops, included the above topics and added information on home to community addressing daily living skills, county social services, income maintenance, medical assistance, social/interpersonal relationships and post-secondary training options.

The 5 workshops were attended by 256 people. Of those, 172 were parents, 75 were professionals and 9 were high school students and others.

The transition workshops were supported by funding from the Minnesota State Department of Education, which funded three workshops and PACER's federal parent training grant which funded two workshops. PACER has established a transition library, and developed a transition directory. The transition directory, can be accessed through SpecialNet, a computerized bulletin board.

A. Transition Workshops

The five workshops were three hours in length and 256 people attended. Over 80% of the participants rated the usefulness of the workshops as excellent or very good.

<u>Workshops</u>		<u>Parents</u>	<u>Prof.</u>	<u>Student</u>	<u>Total</u>
1. Brainerd	11-1-88	15	13	2	30
2. Eden Prairie	12-1-88	61	12	7	80
3. St. Paul	2-23-89	59	19		78
4. Marshall	4-25-89	27	21		48
5. Thief River Falls	5-15-89	<u>10</u>	<u>10</u>		<u>20</u>
Total		172	75	<u>9</u>	256

1. How did you find out about this program? (N=104)

<u>Categories</u>	<u>Responses</u>	<u>Percentage</u>
PACER	70	67%
School	11	11%
Other	<u>23</u>	<u>22%</u>
Total	104	100%

The following sections of the transition workshop were rated by participants on a scale of 1-5: 5 excellent, 4 very good, 3 good, 2 fair, and 1 poor.

2. Overall Usefulness of Workshop (N=134)

<u>Scale</u>	<u>Responses</u>	<u>Percentage</u>
5	53	40%
4	54	40%
3	24	18%
2	3	2%
1	<u>0</u>	<u>0%</u>
Total	134	100%

3. Introduction to Transition (N=122)

<u>Scale</u>	<u>Responses</u>	<u>Percentage</u>
5	49	40%
4	51	42%
3	22	18%
2	0	0%
1	<u>0</u>	<u>0%</u>
Total	122	100%

4. Transition Planning Activity (N=120)

<u>Scale</u>	<u>Responses</u>	<u>Percentage</u>
5	40	33%
4	48	40%
3	26	22%
2	6	5%
1	<u>0</u>	<u>0%</u>
Total	120	100%

5. Supported Work (N=73)

<u>Scale</u>	<u>Responses</u>	<u>Percentage</u>
5	32	44%
4	29	40%
3	8	11%
2	3	4%
1	<u>1</u>	<u>1%</u>
Total	73	100%

6. Post Secondary Training Options (N=92)

<u>Scale</u>	<u>Responses</u>	<u>Percentage</u>
5	46	50%
4	29	32%
3	15	16%
2	2	2%
1	<u>0</u>	<u>0%</u>
Total	92	100%

7. What specific information was most helpful? (N=47)

<u>Categories</u>	<u>Responses</u>	<u>Percentage</u>
Everything	5	11%
Supported Work	9	19%
Service agencies	16	34%
Social skills	6	13%
IEP Process	<u>11</u>	<u>23%</u>
Total	47	100%

8. What additional information about transition would you like to see presented in the future? (N=27)

Agency information (DRS, DHS)	12	44%
Housing	6	22%
How to get through red tape	4	15%
Assessment	3	12%
Guardianship	<u>2</u>	<u>7%</u>
Total	27	100%

9. Suggestions for Improvement (N=16)

Should be longer	8	50%
Copy of overheads	3	18%
More detail, specific	3	19%
Professionals & parents separate	<u>2</u>	<u>13%</u>
Total	16	100%

10. Ages of the children with disabilities whose parents attended (information not completed by all participants). (N=95)

Age	7	9	12	13	14	15	16	17	18	19	20	21	22	23
No.	3	4	3	9	10	11	9	19	11	7	2	3	3	1

Comments

"Wish I would have known about PACER four years ago."

"Liked personal examples."

"Thank you--workshop was helpful--its good to know you're out there keeping up with things for us."

"Parents benefit knowing their child's rights. It makes my job easier."

Conclusion

PACER Transition Workshops for parents addressed the informational needs of 256 people. From the evaluations completed by the participants, it is clear the workshops responded to the questions and concerns parents had about planning for the future. However, there is a general sense on the part of many participants of being overwhelmed by the complexities of adult service systems and the amount of time required to coordinate needed services.

From PACER's experience with parents, professionals and students, staff sees three trends emerging. First young adults are being seen by parents and professionals as crucial members of the transition planning team. Therefore, through written materials and training, more emphasis should be placed on self-advocacy/self determination. Continued efforts in this area are crucial to effective transition planning. This is particularly important for those students who are close to the age of majority and who will be assuming all the legal rights and responsibilities associated with adulthood.

Second, the transition planning process has become more formalized over the past two years. Legislation passed in Minnesota requires that transition goals and objectives be included in the IEP's starting at ages 14 or 9th grade. The state has also listed specific areas to be covered in goal planning related to skills needed to live as independently as possible. Specific workshops and written information on designing individual transition plans should continue to be developed to better prepare families during the transition planning process.

Finally there has been an increase in the number of professionals attending PACER transition workshops. This may be due to the education legislation and the fact that the Division of Rehabilitative Services has established a firm commitment to transition planning. PACER anticipates that this trend will continue with increased emphasis on interagency collaboration and networking.

SURROGATE PARENT PROJECT

In 1988-89, through a contract with the Minnesota State Department of Education, PACER continued to provide training and information on the state's surrogate parent rules.

The surrogate project began in 1983-84 with workshops for administrators to help implement the new surrogate parent rules. PACER prepared an administrator's manual during the first year of the project to help districts understand the surrogate rules, and developed a flyer to aid schools in the recruitment of potential surrogates. By the second year, PACER had developed a comprehensive training manual for use by potential surrogates and began presenting workshops to those individuals. In addition, PACER continued to provide inservices to administrators and school personnel. During the third year, a 1 1/2 hour videotape was developed that could be used by school districts, if desired, to train potential surrogate parents. In the fourth year, PACER began to disseminate the training videotape by publicizing it at state and national levels. A special flyer was developed describing the videotape.

During the 1988-89 project year, the surrogate parent training videotape was sold or rented to six schools and projects in the United States. The following places received this video:

VIDEO'S RENTED AND SOLD--SURROGATE PARENTS

1. Waterville Eysian Public School, Waterville, MN
2. Exceptional Children Programs, Dover, DE
3. Crow River Special Ed Coop, Cokato, MN
4. Inver Grove School, Inver Grove Heights, MN
5. A student from Minneapolis
6. Exceptional Children's Program, Dover, DE

PACER continued to serve as a resource center for surrogate questions from both parents and professionals in 1988-89. Approximately 40 calls were received relating to surrogate parent issues; these range from requests for assistance on individual IEP issues from surrogate parents to information and guidance on the surrogate rules. Two training meetings were also held for potential surrogate parents, in the following cities:

<u>Meeting</u>	<u>Date</u>	<u>Parents</u>	<u>Professionals</u>	<u>Total</u>
--Minneapolis	3-14-89	3	2	5
--Duluth	3-30-89	<u>12</u>	<u>3</u>	<u>15</u>
Total		15	5	20

A total of 20 persons attended the PACER presentations for potential surrogates. PACER trained 15 foster parents/or other potential surrogate parents and five professionals from the community.

Evaluations were received from 18 of the participants from surrogate parent training. Following is a list of the responses.

1. Have you learned anything new? (N=18)

Yes -	18	100%
No -	<u>0</u>	<u>0%</u>
Total	18	100%

2. List important things learned: (N=36 as some had multiple responses)

<u>RESPONSE</u>	<u>NO.</u>	<u>%</u>
Parent and child rights	8	22%
IEP, process and procedures	8	22%
Communication	6	17%
Due Process	4	11%
Assessment	3	9%
What to expect from school	2	5%
Advocacy an important component	2	5%
Rights as a surrogate	1	3%
Transportation	1	3%
How to deal with professionals	<u>1</u>	<u>3%</u>
Total	36	100%

3. Rate workshops: (N=18)

Excellent:	9	50%
Very Good:	8	44%
Good:	1	6%
Fair:	0	0%
Poor:	<u>0</u>	<u>0%</u>
Total	18	100%

4. Suggestions for improving workshop:

Make workshop available to all parents
 More role playing
 Example of cases where/when surrogate would be appropriate

5. After taking training, do you feel adequately prepared?

Yes:	17	94%
No:	0	0%
No Response:	<u>1</u>	<u>6%</u>
Total	18	100%

6. Interested in another workshop? On what issues?

When to appoint surrogate parent
 More of same
 More on IEP
 E/BD Behaviors

7. Have you had past experience with child with a disability? (N=18)

Yes:	17	94%
No:	<u>1</u>	<u>6%</u>
Total	18	100%

8. Have you had past experience with school programs with students with disability? (N=18)

Yes:	17	94%
No:	<u>1</u>	<u>6%</u>
Total	18	100%

9. Please explain what made you decide to become a surrogate parent?

- * Learn more about advocacy process
- * Foster Care
- * To learn more how to be an effective parent advocate
- * Desire for community service and to understand rights of person with a disability.

10. How did you find out about surrogate parent program? (N=15)

PATH Foster Agency:	8	53%
PACER newsletter:	4	27%
Social Worker:	<u>3</u>	<u>20%</u>
Total	15	100%

11. At present, do you know student with disability you will be representing? (N=18)

Yes:	8	44%
No:	9	50%
No Response:	<u>1</u>	<u>6%</u>
Total	18	100%

12. Have you been formally appointed by the school district as a surrogate parent? (N=18)

Yes:	1	6%
No:	13	72%
No Response:	4	22%
Total	18	100%

CONCLUSION

The videotape will continue to be distributed from PACER Center. Next year PACER's planning efforts for training surrogate parents will continue to focus on reaching foster parents, the largest number of potential surrogate parents in the state. PACER will continue to respond to questions regarding laws and procedures relating to the surrogate rules, and to serve the individual needs of active surrogate parents. Additionally, the manual developed for surrogate parents in 1984-85 will be updated to reflect all new Minnesota procedures, rules, and service models.

MINNESOTA SUPPORTED EMPLOYMENT PROGRAM

Supported employment is an adult service program for persons who traditionally have been considered unable to work because of the severity of their disabilities. Supported employment provides publicly funded long-term support to enable persons with severe disabilities to work among nonhandicapped persons in regular jobs within the community.

In 1985, Minnesota received a five year grant from the federal Office of Special Education and Rehabilitative Services to foster statewide development of the new adult service program called supported employment. The Minnesota Supported Employment Project (MN/SEP) was created as an independent office to implement the grant and to provide direction, coordination, and technical assistance in the supported employment initiative.

During 1986-1987, MN/SEP contracted with PACER to conduct twelve 3-hour free workshops for parents on supported employment throughout the state. During 1987-1988, MN/SEP contracted with PACER to conduct eight 3-hour free workshops and four 6-hour free workshops for parents on supported employment throughout the state.

During the current year 1988-1989, MN/SEP contracted with PACER to conduct a 6-session series in the Twin Cities metropolitan area on systems change advocacy for supported employment, and a 3-hour and a 6-hour workshop for parents in greater Minnesota on supported employment. In addition, PACER was to speak about supported employment from a consumer/family perspective at various meetings and conferences, and provide phone information and assistance on supported employment to consumers, families and professionals. PACER presented to 11 groups reaching 345 people during 1988-89, and provided information and assistance to 479 individuals.

SUPPORTED EMPLOYMENT SYSTEMS CHANGE ADVOCACY TRAINING

The supported employment advocacy training program consisted of 6 two-day sessions for the same seventeen individuals. The purpose of the training was preparation of a group of persons to be systems change advocates for supported employment (SEP).

Participants were selected on the basis of their applications, and included fifteen parents and one sibling of a person with a disability, and one individual employed as an advocate in the area of disabilities. The seventeen individuals represented the needs of secondary school-aged students and adults with developmental disabilities, mental illness, and/or severe sensory impairments. Seven of the

participants were from the Minneapolis/St. Paul area and ten, from greater Minnesota.

Each two-day session ran from noon until 9:00 p.m. on Friday and from 8:00 a.m. until 3:00 p.m. on Saturday. Participants received hotel accommodations, meals and mileage reimbursements. The schedule for the 6 sessions, and the topics covered at each session are:

SESSION I

- grants providing money for SEP
- consumer's, provider's, employer's perspectives on SEP for persons with developmental disabilities
- Division of Rehabilitation Services

SESSION II

- supported employment for persons with mental illness
- special education: Transition

SESSION III

- Department of Human Services
- Community Social Services Act and county planning

SESSION IV

- lobbying at county and state levels
- grass roots organizing
- proposed MN supported employment legislation
- SEP for persons with traumatic brain injury

SESSION V

- individual, community, state approaches to systems change
- the board of directors and systems change
- funding supported employment

SESSION VI

- new approach to assessment
- getting supported employment in your county
- MN protection and advocacy agencies, MN departmental appeal procedures
- strategies for incorporating people into community life
- supported employment for persons with severe sensory impairments
- identifying personal styles in advocacy

To develop a network of potential resource contacts for participants, all but one of the speakers during the six sessions were from Minnesota. Participants were provided a very large amount of written resource materials, and were

given 'homework' activities putting into use information presented during the training sessions.

EVALUATION OF THE SYSTEMS CHANGE WORKSHOP

Individual Sessions

Evaluation data were collected for each of the six weekend sessions, and for the overall training. Participants were urged to complete evaluation forms, but were not required to do so.

At each of the six weekend sessions, participants were asked to evaluate

- 1) the preparatory reading materials sent in advance of the workshop
- 2) the information provided by the speakers, and
- 3) the meeting process.

1) Preparatory reading materials-

The table below summarizes evaluation data for the preparatory reading materials. Participants were asked to rate on five point scales the amount of reading (5=too much, 1=too little) and the technical level of the reading (5=too high, 1=too low). They were also asked to indicate the percentage of information new to them in the readings (0-100%, in 25% increments). The first number in each cell of Table 1 is the mean response, and the second, the range of responses.

<u>Preparatory Readings</u>						
SESSIONS	I	II	III	IV	V	VI
quantity	3.1 (3-4)	3.2 (2-4)	2.8 (1-5)	3.3 (3-5)	*	3.0 (3-3)
technical level	3.2 (3-4)	3.1 (3-4)	2.9 (1-4)	3.2 (2-5)	*	3.0 (3-3)
% new information	61% (25%- 100%)	72% (50%- 100%)	74% (25%- 100%)	50% (25%- 75%)	*	60% (25%- 100%)

*There are no entries for the fifth session because participants were asked to express their views in writing about supported employment in lieu of reading preparatory materials sent them in the mail. Additionally, the training participants visited legislators who were members of Senate and House committees.

2) Information from speakers-

Speakers presented information on several major topics at every weekend session. Participants gave feedback by topic in each of three areas.

First, for each topic participants rated the degree to which they could identify content information provided by the speakers (5=great degree, 1=not at all). Data in the table represents a mean of the means: a response mean was calculated for each topic covered in a weekend session, and then a mean of these means was derived to give a single rating for the entire weekend. The range of the separate content means is indicated for each session.

Identification of Content Information

SESSIONS:

I	II	III	IV	V	VI
3.9	3.8	3.5	4.0	3.6	4.0
(3.4-4.9)/(3.5-4.1)/(2.7-3.9)/(3.6-4.3)/(2.9-4.2)/(3.8-4.8)					

Participants also indicated for each topic the percentage of information provided by speakers that had been new to them. Data in the table represents a mean of the means: a response mean was calculated for each topic covered in a weekend session, and then a mean of these means was derived to give a single rating for the entire weekend. The range of the separate content means is indicated for each month. This question became part of the evaluation with the second session.*

New Information

SESSIONS:

I	II	III	IV	V	VI
*	64%	68%	58%	56%	56%
(55%-73%)/(58%-81%)/(53%-67%)/(48%-70%)/(39%-69%)					

Additionally, participants used a five-point scale to indicate for each topic their comfort level in taking action based on the information provided by the speakers (5=extremely comfortable, 1=not at all comfortable). Data in table represents a mean of the means: a response mean was calculated for each topic covered in a weekend session, and then a mean of these means was derived to give a single rating for the entire weekend. The range of the separate content means is indicated for each session.

Comfort in Taking Action

SESSIONS:

I	II	III	IV	V	VI
3.0	3.4	2.9	3.7	3.5	3.6
(2.6-3.5)/(3.0-3.8)/(2.3-3.5)/(3.4-3.9)/(2.9-4.0)/(3.4-3.8)					

3) Meeting process-

At the end of each of the six trainings, participants were asked to evaluate three aspects of the meeting process. Using a five-point scale, participants rated the number of opportunities for getting to know one another, for questioning the speakers, and for group discussion (5=too many, 1=too few). Entries in the table show mean response and range of responses for each of the six sessions.

Meeting Interactions

SESSIONS	I	II	III	IV	V	VI
to get to know one another	3.1 (2-4)	2.9 (1-4)	3.3 (3-4)	3.5 (3-4)	3.1 (3-4)	3.1 (2-4)
questioning speakers	2.7 (2-4)	3.3 (2-5)	3.3 (3-4)	3.3 (3-4)	3.1 (2-4)	3.3 (2-5)
group discussions	2.7 (2-4)	3.1 (2-5)	3.2 (2-4)	3.4 (3-4)	3.2 (3-4)	3.3 (3.5)

For each session, participants were asked to use a five-point scale to give the two-day training an overall rating (5=excellent, 1=poor). The table contains the mean response and range of responses for each session.

Individual Session Rating

SESSIONS	I	II	III	IV	V	VI
	4.2 (3-5)	4.2 (3-5)	4.6 (3-5)	4.5 (4-5)	4.2 (3-5)	4.7 (4-5)

Overall Training

At the conclusion of the final session in the supported employment systems change advocacy training, participants completed an overall evaluation of the six sessions. The evaluation form contained four questions, the first of which was: Overall, how would you rate the entire six-session

training? Using a five-point scale (5=excellent, 1=poor), all of the twelve people rated the training excellent.

The second question was: What did you find most helpful in making you feel prepared to be a systems advocate for supported employment? A sample of the responses includes:

"Excellent presenters, excellent readings and resource materials"

"Brainstorming, gathering ideas from each other, getting others' information, concepts"

"An amazing amount of background information; learning who is out there doing what"

"Knowing that a group of people are working throughout the state on the same issues"

The third question on the evaluation was: What would you suggest be included/be done to make this training more effective? Responses included:

"Cut down written information - be more selective."

"Walk a bill through the legislature in detail."

"First session especially was very heavy - maybe more interaction with participants at first, such as what our expectations were, etc."

"More time to ask questions of the persons from various departments"

The final question on the evaluation was: To what degree do you feel bonded as a group? On a five point scale (5=great degree, 1=not at all), responses ranged between 4 and 5, and the mean response was 4.6.

Unsolicited comments written on the evaluation forms included:

"Really appreciate the dedication of the PACER staff - their support, concern for each participant, their willingness to help with problems other than supported employment."

"This was excellent."

"These 6 training sessions were wonderful in content and people contact. Thank you."

"PACER and staff was so excellent - as always."

"Thank you for the opportunity to participate in this excellent training! It has given me renewed hope and a shot in the arm for the days to come."

SUPPORTED EMPLOYMENT WORKSHOPS

In addition to the 6-session supported employment systems change advocacy training, PACER presented three single-session supported employment workshops. Two of these were specified in the contract with the Minnesota Supported Employment Project (MN/SEP), and the third was given in response to a request from a metropolitan ARC (Association for Retarded Citizens) organization. One of the workshops was six hours in length and was held in Moorhead, Minnesota on May 4, 1989 from 9:00 a.m.- 3:00 p.m. The remaining two workshops were three hours in length and were held in Redwood Falls on February 9, 1989 and in Anoka on May 9, 1989 from 7:00 to 10:00 p.m.

PACER staff presented all three workshops and covered information on supported employment relevant to persons with developmental disabilities, persons with mental illness and persons with traumatic brain injury. Topics included:

- an overview of the traditional adult service system
- a description and explanation of supported employment
- methods of accessing supported employment
- parent concerns about supported employment and methods for addressing them
- the Supplemental Security Income (SSI) program
- communication techniques
- preparation of an individual work profile

A large packet with materials from PACER and other sources was distributed free to each workshop participant.

Data included in this report were gathered from three sources: On-site registration sheets, information forms, and written evaluations. Participants were asked to register as they entered the workshop site, and were strongly urged to complete both the information and evaluation forms. Provision of all information, however, was completely voluntary.

Sixty-seven people signed the registration sheet as they entered the workshop. Of these, sixty-five people completed information sheets, of whom 24 were parents, 2 were persons with disabilities, and 39 were professionals serving persons with disabilities. Fifty-eight persons completed evaluations at the end of the workshops.

EVALUATION OF SINGLE SESSION WORKSHOPS

Eighty-five percent (58 persons) of the people attending the three workshops completed written evaluations in whole or in part. Twenty-four were parents, one was a person with a disability, and 36 were professionals. For purposes of tabulation, feedback from the individual with disabilities is tallied with that of parents.

Participants were first asked to rate the workshop overall on a five point scale (5=excellent, 1=poor). The mean response from parents was 4.2, with a range in responses from 3-5. The mean response from professionals was 4.0, with a range in responses from 3-5.

In response to the question "Did you know what supported employment was before coming to the workshop?", (54%) of the parents and (92%) of the professionals providing feedback said yes. In response to the question "Did you learn anything new at this workshop about supported employment?", 97% of the parents and 90% of the professionals responding to this question answered in the affirmative.

Three questions on the evaluation were to be completed only by parents. The first question was "Are you more comfortable about the idea of your son/daughter's being involved in supported employment than you were before coming to the workshop?" Of the 18 parents responding to this question, 67% (12) said yes, 11% (2) answered not sure, and 22% (4) said they had been comfortable with the idea of supported employment before coming to the workshop.

In the second question, parents used a five point scale (5=extremely appropriate, 1=not at all appropriate) to indicate how appropriate they thought supported employment would be for their son/daughter. The same question had been asked on the information sheet completed before the workshop by participants. Sixteen parents answered this question.

Appropriateness of Supported Employment

<u>Appropriateness</u>	<u>total</u>	<u>total percent of responses</u>
5 (extremely appropriate)	4	25%
4	3	19%
3	4	25%
2	3	19%
1 (not at all appropriate)	<u>2</u>	<u>12%</u>
	16	100%

The third evaluation question intended only for parents asked for information on the current degree of involvement of the parent's son/daughter in supported employment. Sixteen parents answered this question.

Current Involvement in Supported Employment

<u>involvement</u>	<u>total percent of responses</u>
currently in supported employment	4 (25%)
planning to be in supported employment soon	3 (19%)
not currently involved in plans for supported employment	8 (50%)
don't know	<u>1 (6%)</u>
	16 (100%)

CONCLUSION

Participants in the six-session supported employment systems change advocacy training were eager for information: PACER provided them cartons in which to carry the printed materials distributed to them, and they continued to ask for more. They were creative in generating advocacy strategies, and were active in their local communities contacting adult service providers, special educators, disability organizations, and business and civic groups about supported employment. The participants represented youth and adults with various disabilities, and all commented on their fascination in learning about disabilities with which they were not personally familiar.

During 1989-1990, PACER will stay in regular contact with these 17 people to facilitate advocacy efforts and information exchange among them. Additionally, PACER will reconvene these people to participate in two of the six sessions for the new group of individuals taking the systems change advocacy training during 1989-1990.

The three-hour and six-hour supported employment workshops renewed PACER's contact with grass roots issues in the delivery of supported employment. It is clear the desire for employment with the kind of support needed to help a son/daughter be successful is not limited to parents of persons with severe disabilities, nor to parents of children young enough to have completed school under the protection of P.L. 94-142.

During 1989-1990, PACER will be continuing its efforts in a number of ways to make supported employment a viable option throughout the state of Minnesota. In response to an evaluation item asking what workshop information had been

most helpful, a parent encapsulated supported employment's goal: "There is a job opportunity for everyone regardless of their disability."

PROGRAMS FOR STUDENTS

COUNT ME IN

COUNT ME IN, a project of PACER Center, trains volunteers to provide educational programs about people with disabilities to preschool, and elementary students. The COUNT ME IN project seeks to foster positive attitudes about people with disabilities and to dispel myths and fears children and adults have regarding disabilities. PACER began the COUNT ME IN project in June 1979 under a two year grant. PACER received an additional three year grant in 1981 from the Department of Personnel Preparation (DPP), United States Office of Special Education. Since 1984, the project has continued as a result of a combination of small grants from corporations, foundations, individual contributions and fees.

The COUNT ME IN program was initiated in response to the concern of PACER's Board of Directors and many parents that children without disabilities need to become more knowledgeable about disabilities and more accepting of their peers who have disabilities. PACER felt that a program was needed to help educate children and to assist schools in their efforts to implement programs in the least restrictive environment for children with disabilities.

PACER Center has involved more than 132,000 individuals in disability awareness since the inception of COUNT ME IN in 1979. During 1988-89, more than 15,300 people were reached directly. This includes 500 who attended informational presentations, 77 participants in volunteer training, 12,976 students and 767 teachers, who saw the 171 COUNT ME IN elementary school presentations and 989 persons who contacted PACER for COUNT ME IN information.

PUBLIC INFORMATION

The COUNT ME IN project attempts to achieve two main goals through its public information efforts: (1) to inform the general public of the needs and capabilities of individuals who have disabilities and (2) to distribute information about the COUNT ME IN project.

These two goals were achieved in the following ways:

1. News releases about COUNT ME IN training programs were distributed to weekly and daily neighborhood newspapers throughout the area surrounding Minneapolis-St. Paul, Minnesota and in the areas where COUNT ME IN held trainings. The 'YOU CAN HELP' column in the Sunday newspapers of both Minneapolis and St. Paul attracts many volunteers yearly. Photographs and articles

appeared in the Star Tribune, the 3M Employee Newspaper and the Minneapolis/St. Paul magazine.

2. Gamma Sigma Sigma Service Sorority's Twin Cities alumnae chapter continues to serve as the COUNT ME IN handicap awareness puppeteers for their community service project. Nine members performed 13 shows for weekend and evening audiences. This included Health Fairs, a school district "Spring Fling", church programs, Head Start program and Girl Scout trainings. The National President of Gamma Sigma Sigma previously served locally as the COUNT ME IN Service Coordinator and scheduler. This year, Jean Maxwell, a Pillsbury employee, serves as the project coordinator. She received recognition as an outstanding volunteer in the "ELEVEN WHO CARE" competition locally.
3. Feature articles about COUNT ME IN presentations were printed in 9 school publications and neighborhood newspapers. The Special Education Newsletter of the Minneapolis Public Schools (MPS) featured a one page article on the COUNT ME IN program in the June 1989 printing. Joyce Haskins, the Prescriptive Instruction Center Coordinator, listed all the scheduled shows for the MPS third grade classes in the special education calendar of monthly events which goes to all MPS educators and administrators.
4. More than 8,000 newly designed yellow and blue COUNT ME IN brochures were distributed to various disability groups, teacher organizations, PACER workshops, medical groups, civic and community groups. In addition, a letter about the puppet show was given to each child who viewed the presentation at their school, so they could share the information with their parent(s).
5. Articles about the COUNT ME IN program, trainings and volunteers appeared in PACER's PACESETTER newsletters in 1988-89. Each issue reached more than 28,000 parents and professionals. An outstanding volunteer puppeteer was featured to recognize her continued and record-setting volunteer service and to help us in the recruitment of new volunteers.
6. PACER staff presentations about COUNT ME IN and the importance of disability awareness efforts were given to 26 groups which included community organizations; disability groups; in-service training sessions for teachers, medical personnel, and other professionals who work with children with disabilities; and university classes. More than 500 persons were reached through the presentations.

7. Television publicity featuring the COUNT ME IN staff and/or puppets on programs brought greater awareness of PACER's disability awareness project efforts to a wider audience.
8. Colle-McVoy Public Relations firm has offered to provide assistance in developing an appealing and uniform look to PACER's printed materials. The puppets attracted their attention, and were able to introduce them to the diverse programs and training for parents and advocates of children with disabilities.
9. An aids and appliance tote is available for schools, churches and interested groups to rent on a weekly basis. It contains aids and appliances, games, books and adaptive equipment used by persons with disabilities. Many groups have successfully used this resource to teach or enhance disability awareness curriculums.

CONCLUSION

A high level of interest in disability awareness has continued because of public information efforts during the 1988-1989 year. Thousands of people were reached through public information efforts.

VOLUNTEER TRAINING WORKSHOPS TRAINING OF TRAINERS AND REPLICATION

Volunteers receive training to present information on handicapping conditions to students. In 1988-89, COUNT ME IN held five training sessions, attended by a total of 77 persons. In addition to three training sessions in the Metropolitan area, COUNT ME IN trained volunteers in North St. Paul, Maplewood, and Oakdale, MN; and the Cooperative Educational Service Agency (CESA-4) located in Onalaska, WI (near LaCrosse).

TRAINING OF VOLUNTEERS

The content of the training sessions included information on disabilities, feelings of people with disabilities, aids and appliances, and resources for persons with disabilities; suggestions on ways to respond to questions that students most commonly ask regarding disabilities; techniques of puppetry; and information on Public Law 94-142 with emphasis on the right of children with disabilities to be educated in the least restrictive environment. Most training sessions were conducted over a two day period, but one was a mini training which was condensed to a one day session. With the

recruitment of such high caliber volunteers and their limited time availability, the one day format is satisfactory when the training is limited in size.

Presenters at the training workshops included persons with disabilities, parents of children with disabilities, representatives of disability organizations, educators, and members of the PACER staff. Various methods of providing information were used such as lectures, small group discussions, audio-visual materials, actual puppet presentations to a regular audience, and hands-on training with the use of the puppets.

A total of 77 persons participated in the five 1988-89 training workshops. This was down from last year's high number of 171, in which PACER trained 2 groups of 47 and 35 students each. The participants represented a variety of backgrounds and had a high degree of understanding disabilities.

<u>VOLUNTEER DEMOGRAPHICS</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
Educators	31	38%
Others	25	31%
Parents of special education child	9	11%
Parents of child without disability	15	18%
Persons with a disability	<u>2</u>	<u>2%</u>
*Total	82	100%

*Of the 62 evaluations returned, some persons checked more than one category.

EVALUATION OF VOLUNTEER TRAINING

At the conclusion of each training, participants were requested to complete an evaluation to determine the effectiveness of the overall training. Sixty-two (62) of the 77 participants returned the survey. The following questions were asked:

1. How much do you feel this training has increased or expanded your positive attitudes about disabled persons?
(N = 62)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
VERY	41	66%
MODERATELY	16	26%
SLIGHTLY	1	2%
POOR	0	0%
NO ANSWER	<u>4</u>	<u>6%</u>
TOTAL	62	100%

2. From the information you received at this training, how comfortable do you feel in encouraging in others positive attitudes toward disabled persons?

(N = 62)

VERY	52	84%
MODERATELY	8	13%
SLIGHTLY	1	1.5%
POOR	0	0%
NO ANSWER	<u>1</u>	<u>1.5%</u>
TOTAL	62	100%

3. How sufficient was the information you received at the training for answering basic questions about handicapping conditions? (N = 62)

VERY	45	73%
MODERATELY	17	27%
SLIGHTLY	0	0%
POOR	0	0%
NO ANSWER	<u>0</u>	<u>0%</u>
TOTAL	62	100%

4. How comfortable do you feel about relating to children's questions and concerns about handicapping conditions? (N = 62)

VERY	27	44%
MODERATELY	30	48%
SLIGHTLY	5	8%
POOR	0	0%
NO ANSWER	<u>0</u>	<u>0%</u>
TOTAL	62	100%

5. How well informed do you feel about techniques of puppetry? (N = 62)

VERY	28	45%
MODERATELY	28	45%
SLIGHTLY	5	8%
POOR	0	0%
NO ANSWER	<u>1</u>	<u>2%</u>
TOTAL	62	100%

6. How well informed do you feel about giving presentations to school children? (N = 62)

VERY	30	48%
MODERATELY	31	50%
SLIGHTLY	1	2%
POOR	0	0%
NO ANSWER	<u>0</u>	<u>0%</u>
TOTAL	62	100%

7. How would you rate the overall training? (N = 62)

EXCELLENT	55	89%
GOOD	7	11%
FAIR	0	0%
POOR	0	0%
NO ANSWER	<u>0</u>	<u>0%</u>
TOTAL	62	100%

COMMENTS FROM 1988-89 VOLUNTEERS

"I am a parent of a child with a disability. I wanted to volunteer my time to PACER and being a puppeteer was the best outlet for me."

"The enthusiasm of the instructors is contagious. Excellent presentation."

"I loved the enthusiasm, vibrancy, genuine love, caring, and positiveness of the PACER staff and volunteers."

"I wanted to be a 'COUNTED IN' by helping to provide disability awareness to others."

"I see a need to help students in my school acknowledge and develop health relationships with students who have disabilities."

CONCLUSIONS - VOLUNTEER TRAINING

COUNT ME IN training programs for volunteers in Minnesota and Wisconsin during 1988-89 were rated as excellent (89%) or good (11%) by 100% of the respondents. Eighty-four percent (84%) of the participants felt the training made them comfortable at encouraging others to form positive attitudes toward persons with disabilities. Many of the trainees had a commitment to educating others (38%), medical and special education backgrounds (31%). Three persons had disabilities. One woman with a brain injury worked long and hard to memorize the part of the girl with cerebral palsy. Her voice was amplified by microphone and her first performance and efforts were rewarded by spontaneous applause from the children. Another woman with emotional illness won the hearts of the children with her portrayal of a girl who has visual impairments. Everyone wants to be valued and counted in! The volunteers are challenged and renewed by the message they bring to each community. One puppeteer wrote to the staff, "I think you are most helpful in preparing us and doing the shows. You are super!"

REPLICATION

During 1988-89, COUNT ME IN staff trained three groups of volunteers from the Metropolitan area. COUNT ME IN also

trained volunteers in two other communities where there was interest in establishing a disability awareness project. One of these trainings was in Minnesota. It was a combined school district of North St. Paul, Maplewood and Oakdale communities. One training was held in Wisconsin for the Cooperative Educational Service Agency (CESA-4) in Onalaska, WI.

The training included background information on disabilities and puppetry techniques as well as sessions about organizing a presentation about disabilities for children. Each trainee received the COUNT ME IN Resource Manual on Disabilities which contains references to many books, films and other resources available on this topic. The coordinator in each community received the COUNT ME IN Coordinator's Handbook which contains organizational suggestions and sample forms and publicity information which are useful in setting up a disability awareness project. Many books and resources for children were displayed and discussed in the course of the training.

Information on the purchase of the puppets was mailed to over 76 individuals, school districts and disability organizations this past year in 23 states, Canada and a U.S. military base overseas. Thirteen (13) groups purchased several puppets and/or the complete basic puppet package. The COUNT ME IN disability awareness package includes a set of six puppets portraying seven different disabilities, scripts, props, wheelchair, aids, appliances, and the Resource and Coordinator's Manuals. A sales catalog and a "puppet family" photo album were developed by PACER's staff last year to aid in sales.

PUPPET PROGRAM PRESENTATIONS

PURPOSE AND DESCRIPTION

COUNT ME IN volunteers and staff presented 171 puppet programs about students with disabilities to children in 88 schools and churches between June 1, 1988, and May 30, 1989, reaching 12,976 children and 767 teachers.

The content and information of the puppet programs were adapted for the ages and grade levels of the audiences. A 45 minute program for younger children (approximately kindergarten to grade 3) included presentations on blindness, deafness, and one of two physical disabilities, cerebral palsy or spina bifida. For elementary children in grades 3-6, the program was expanded to one hour and presentations on mental retardation, and/or learning disabilities, in addition to the other three that were available as choices for the program. Each disability was discussed in a 7-10 minute skit that usually involved two

puppets, one with the particular disability, and the other as a friend without a disability.

At the conclusion of the puppet shows, children were each given a COUNT ME IN letter to take home to their parent(s). Teachers received materials for their classroom (a Braille card, sign language sheet, and a copy of the COUNT ME IN song) and each school received a copy of PACER's COUNT ME IN Resource Manual on Disabilities for all the teachers to use as a follow-up resource guide, plus information on PACER Center's many programs and services.

For the elementary school programs, PACER staff prefers an audience of no more than 100 children (2 to 3 classes). This audience size permits personal interaction of students with puppets and the equipment on display. Each puppeteer acts as a resource guide to explain the adaptive equipment displayed on two tables.

TEACHER-ADULT EVALUATIONS

To determine the effectiveness of the COUNT ME IN program from the perspective of the classroom teacher and the adults present, PACER developed an evaluation form for them to complete immediately after the program. Four hundred and seventy-eight (478) of the 767 teachers and adults who saw the programs completed the evaluations.

The following charts show their responses:

1. How would you rate the COUNT ME IN presentation?
(N = 478)

	<u>Teacher/Adults</u>	<u>Total</u>
EXCELLENT	385	81%
VERY GOOD	83	17%
FAIR	1	0%
POOR	0	0%
NO ANSWER	<u>9</u>	<u>2%</u>
TOTAL	478	100%

2. Did the information on disabilities seem appropriate for the age of your children? (N = 478)

VERY APPROPRIATE	403	84%
APPROPRIATE	55	12%
SLIGHTLY	2	0%
NO ANSWER	<u>18</u>	<u>4%</u>
TOTAL	478	100%

3. How informative do you believe the show was for your students? (N=478)

VERY INFORMATIVE	397	83%
INFORMATIVE	63	13%
SLIGHTLY	4	1%
NOT AT ALL	0	0%
NO ANSWER	<u>14</u>	<u>3%</u>
TOTAL	478	100%

4. Do you believe the COUNT ME IN show will help improve attitudes that children in your classroom may have toward children with disabilities? (N = 478)

A GREAT DEAL	400	84%
MODERATELY	65	13%
SLIGHTLY	0	0%
NOT AT ALL	0	0%
NO RESPONSE	<u>13</u>	<u>3%</u>
TOTAL	478	100%

5. Was the program the right length of time for your children? (N=478)

YES	413	86%
NO: TOO LONG	24	5%
NO RESPONSE	<u>41</u>	<u>9%</u>
TOTAL	478	100%

Of the 478, only 391 filled out 2nd page of evaluation.

6. Following the COUNT ME IN presentation, I now feel:

- (a) more comfortable helping a student with a disability fit into my class. (N = 391)

STRONGLY AGREE	116	30%
AGREE	190	48%
DISAGREE	4	1%
STRONGLY DISAGREE	0	0%
NO RESPONSE	<u>81</u>	<u>21%</u>
TOTAL	391	100%

- (b) more comfortable helping students without disabilities understand disabilities. (N = 391)

STRONGLY AGREE	136	35%
AGREE	164	42%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%
NO RESPONSE	<u>91</u>	<u>23%</u>
TOTAL	391	100%

- (c) more comfortable helping classroom teachers deal with students with disabilities. (N = 391)

STRONGLY AGREE	92	23%
AGREE	186	48%
DISAGREE	7	2%
STRONGLY DISAGREE	0	0%
NO RESPONSE	<u>106</u>	<u>27%</u>
TOTAL	391	100%

7. I am interested in using follow-up activities about children with disabilities. (N = 391)

YES	238	61%
NO	25	6%
NO RESPONSE	<u>128</u>	<u>33%</u>
TOTAL	391	100%

8. It would be helpful to me as a teacher to read specific information on disabilities. (N = 391)

YES	221	56.5%
NO	35	9%
NO RESPONSE	<u>135</u>	<u>34.5%</u>
TOTAL	391	100%

9. I would appreciate information that would enable me to better recognize "hidden disabilities." (N = 391)

YES	157	40%
NO	91	23%
NO RESPONSE	<u>143</u>	<u>37%</u>
TOTAL	391	100%

10. I would like more information about communicating with parents of children with disabilities. (N = 391)

YES	98	25%
NO	134	34%
NO RESPONSE	<u>159</u>	<u>43%</u>
TOTAL	391	100%

11. I would be interested in receiving training about methods of fostering positive attitudes about disabilities. (N = 391)

YES	102	26%
NO	121	31%
NO RESPONSE	<u>161</u>	<u>43%</u>
TOTAL	391	100%

The Resource Manual is given to each school where the program is presented and has additional suggested follow-up activities. Ninety percent of the teachers-adults were

interested in using follow-up activities with their students.

In addition, requests for general information on disabilities were made by several teachers. Many of the teachers who answered "NO" to the questions on general information did add that they would be interested in further information on disabilities if and when a child with a disability was mainstreamed into their classroom. Many did not respond to question #6 saying it was not applicable because they were already comfortable and/or already had children with disabilities in their classroom or were special education teachers themselves.

TEACHER-ADULT EVALUATION CONCLUSIONS

The evaluations showed that 98% of the teachers and adults rated the program as excellent or very good. Ninety-six (96%) percent felt the program was appropriate and informative for their students.

Ninety-seven (97%) percent of the teachers and other adults responding to the questionnaire believed that the attitudes of students toward children with disabilities would improve as a result of the COUNT ME IN program. In addition, 79% of those responding felt they would be more comfortable after the program in helping students without disabilities understand disabilities and 81% felt more comfortable helping a student with a disability fit into their classroom.

PROGRAMS FOR STUDENTS

PACER'S PROJECT ON CHILD ABUSE

BACKGROUND AND INTRODUCTION

PACER's LET'S PREVENT ABUSE Project was developed in 1983 due to the increasing awareness that children with disabilities are at a higher risk for child abuse. PACER received requests from concerned parents and others to research and develop a puppet presentation that could teach children about the prevention of child abuse. The success that the COUNT ME IN program had experienced in the area of disability awareness using puppets with elementary-age children provided encouragement to develop an abuse prevention puppet program.

The puppet presentation provides information on child abuse prevention, addressing self-protection strategies, the feelings associated with abuse, the importance of telling someone, and that a child is never at fault. The scripts are for children with and without disabilities and incorporate children's language with the opportunity for the students to interact with the puppets and puppeteers. The message is given in a sensitive and nonthreatening manner.

In 1984 the project was funded by Minnesota Episcopal Foundation/Sheltering Arms Foundation. In 1985, PACER received a three year special projects federal grant from the Department of Education, Division of Personnel Preparation, to develop and implement the LET'S PREVENT ABUSE program. The federal project ended in December 1988. PACER received funding for 1988-89 from B. C. Gamble and P. W. Skogmo Foundation for the puppet presentation program and also to provide inservice for the teachers in the Twin Cities area.

The LET'S PREVENT ABUSE program has also received funding from the Bremer Foundation for the past three years. The project has focused on training regarding issues of abuse and disabilities, with the primary goal being replication of the puppet performances in rural communities in Minnesota and Wisconsin. The response from parents and individuals working with children with disabilities has and continues to be a positive one that encourages and suggests further expansion of the project. The need for current data and collaboration in the area of abuse and the vulnerability of children with disabilities is a concern just being recognized.

The child abuse project at present has two major components, a prevention program directed toward elementary school age children both in the mainstream and special education classrooms, and an inservice training for professionals.

Through the use of child-size puppets, some which portray children with disabilities, the program teaches about child abuse prevention. The LET'S PREVENT ABUSE puppet program show covers the definitions of abuse, the associated feelings of guilt, fear, confusion and anger, and the need to tell someone about the abuse. The presentation is simple, direct and nonthreatening.

PACER has also developed a script for children who have mental retardation, which is a modified version of the original script, providing similar types of information in a format the students can more easily understand. In addition, a program for hearing impaired children was piloted in April and May of 1988 for children and staff from two hearing impaired programs in the metro area.

The LET'S PREVENT ABUSE program's goal is to increase awareness through education. PACER gives workshops and trainings primarily for those communities interested in the puppet presentation and the training of puppeteers in their community. PACER has also began to pilot inservice trainings to professionals this year. PACER is dedicated to increasing the awareness in these communities, and the training includes the definition of abuse and the incidence of abuse among children with disabilities. As a result of these trainings, PACER has received numerous requests for specific trainings for special education personnel, child care providers, and other professionals and individuals interested in the care of children with disabilities.

A Resource Manual on Child Abuse has been researched and revised (December 1988) and published by PACER as part of the LET'S PREVENT ABUSE program. The manual contains general topics of abuse prevention, case histories, strategies for prevention and addresses the phenomena of institutional abuse. Legal procedures that are in place to deal with abuse and directions to be taken in the future are also included. An extensive bibliography and a resource list of materials about abuse prevention in educating children are also part of this publication. Designed for use by teachers, parents, social service personnel, health care professionals and others who care for children with disabilities, the resource manual has proven to be a valuable resource to people all over the country.

PACER's unique abuse prevention project is targeted at organizations, national, state or local, as well as individuals interested in starting a similar project in their communities. The purchase of the puppet program enables more children to be reached in various parts of the country who will benefit from this crucial information. The PACER puppets, child abuse scripts and volunteer training are available for purchase by interested groups. School

districts, parent groups, PTA's, Girl Scout Councils and disability organizations have considered this purchase a valuable tool in reaching large numbers of children about child abuse prevention.

SUMMARY OF EVALUATION OF CHILD ABUSE PROJECT 1988-89

The show was presented to 13,229 elementary school students in 61 schools in the Twin Cities area. Children with mental retardation, emotional/behavioral disorders, hearing impairments and learning disabilities were included in this population. In total, evaluations were completed by 542 teachers, related personnel and others and 500 students.

Overall, 98% of the students indicated that they liked the show, 89% said that they learned something new from the show. Results of the student evaluations indicate that measurable gains were made in a number of other areas as well. In programs concerning child abuse, it is crucial to remember that reinforcing important messages is as important as providing new information. Many of the 61 schools requested the program as an added resource to their own health and safety curriculums.

LEVEL I - PUBLIC INFORMATION/PRESENTATIONS

PUBLIC INFORMATION

PURPOSE

The Child Abuse Project attempts to achieve three main goals through its public information efforts: (1) to raise public awareness about the relationship of abuse and children with handicaps; 2) to identify appropriate resources within the community for help and 3) to distribute information about PACER's LET'S PREVENT ABUSE Project.

These goals were achieved in the following ways:

A news release about the LET'S PREVENT ABUSE project was distributed to:

- a. Weekly and daily neighborhood newspapers throughout the area surrounding Minneapolis-St. Paul, Minnesota, where the puppet program had been purchased.
- b. Newsletters of disability groups, school related organizations, and civic and community organizations and child abuse publications in the state of Minnesota, as well as national publications.

The child abuse project was the subject of a feature article in a number of publications. Feature articles were also printed in local school publications and neighborhood newspapers. A number of publications of disability

organizations, nationally and locally, and teacher groups included articles and pictures about the project.

More than 15,000 child abuse brochures were distributed to various disability groups, teacher organizations, medical groups, civic and community groups. In addition, a letter about the puppet show was given to the children who viewed the presentation at their school, so they could share the information at home with their parents.

Articles about the child abuse project appeared in two PACESETTER newsletters in 1988-89. Each issue reached more than 28,000 parents and professionals. The spring issue focused on the project's training effort in Minnesota and nationally, as well as reaching culturally diverse populations.

PRESENTATIONS

PACER staff were invited to present the child abuse project's prevention and training program to numerous groups, including child abuse professionals, teachers and school administrators from special and regular education programs, and personnel from group homes and respite care programs. Over 180 people attended five presentations and received direct information. In the fall of 1988, PACER was part of the Faculty for a national conference at the University of Michigan Medical Center in Ann Arbor, Michigan. This 3 day conference was centered around sexual exploitation of persons with disabilities. Over 75 people attended the LET'S PREVENT ABUSE program presentation on education and training efforts for teachers, professionals and parents.

In addition, the LET'S PREVENT ABUSE Project responded to approximately 550 mailing requests for information from numerous agencies and individuals around the country interested in the impact the program may have for their communities.

CONCLUSIONS LEVEL I

An important objective of PACER's child abuse project is to inform parents, potential volunteers, professionals and the general public about the dynamics involved in abuse, the vulnerability of children with disabilities to abuse, the need to encourage children to talk about abuse, and the availability of community resources. Level I activities are a critical means to achieving this goal, and PACER continues to seek out opportunities to increase public awareness of child abuse and its relationship to disabilities.

LEVEL II INSERVICES

Over 270 persons participated in the LET'S PREVENT ABUSE program inservice project. Included in these inservices were information about child abuse and the vulnerability of children with disabilities, indicators of abuse, information about the law and community resources.

The participants, who represented a wide variety of parent and professional interests in rural and metro communities agreed that the project provided them with very useful knowledge. They included recognized experts in the field of advocacy for children with disabilities, representatives from the special education profession, county protection and shelters for victims of domestic violence. PACER provided training for Temple University in the spring of 1989. The University's Center for Research in Human Development and Education sponsored this project which concentrated on empowerment and protection strategies for persons with disabilities living in group/residential environments.

At two of the inservices, participants were asked to evaluate the workshop. Of the 50 people attending, 47 individuals responded. The questions and the results are as follows:

EVALUATION OF INSERVICES

1. Rate the impact the training has had for you in the following areas: (Responses = 47)
 - a. Awareness of the issue of abuse and the vulnerability of children with disabilities.

<u>Response</u>	<u>Number</u>	<u>Percentages</u>
Very Much	30	64%
Moderate	13	29%
Minimal	1	1%
Had Extensive Knowledge	3	6%
No Impact	<u>0</u>	<u>0%</u>
Total	47	100%

- b. Ability to advocate more effectively for children with disabilities. (Responses = 47)

<u>Response</u>	<u>Number</u>	<u>Percentages</u>
Very Much	22	47%
Moderate	20	43%
Minimal	2	4%
Had Extensive Knowledge	2	4%
No Impact	<u>1</u>	<u>1%</u>
Total	47	100%

- c. Awareness of community resources on child abuse

<u>Response</u>	<u>Number</u>	<u>Percentages</u>
Very Much	16	34%
Moderate	21	45%
Minimal	3	6%
Had Extensive Knowledge	7	15%
No Impact	<u>0</u>	<u>0%</u>
Total	47	100%

- d. Increased background information on child abuse in general

<u>Response</u>	<u>Number</u>	<u>Percentages</u>
Very Much	27	53%
Moderate	13	28%
Minimal	2	4%
Had Extensive Knowledge	5	11%
No Impact	<u>0</u>	<u>0%</u>
Total	47	100%

2. How did you rate the overall training? (Responses = 47)

<u>Response</u>	<u>Number</u>	<u>Percentages</u>
Excellent	41	87%
Good	5	11%
Fair	1	2%
Poor	0	0%
No Response	<u>0</u>	<u>0%</u>
Total	47	100%

3. The best idea I learned today was:

- A. "To look at individuals and their situations carefully."
 B. "How to become comfortable with abuse issues."

- C. "All information was useful but checklists and indicators vital!"
- D. "We can make a difference by educating our communities."
- E. "The vulnerability of children with disabilities to abuse and the added stresses on their families."

CONCLUSION

The LET'S PREVENT ABUSE inservice training for professionals was well received. Ninety-eight percent of the participants rated the inservice training either excellent or very good. The most positive comments received were regarding increased awareness about community resources and the positive effect the entire experience had on the community at large and its approach in child abuse prevention.

LEVEL III - PUPPET SHOW PRESENTATIONS

PURPOSE AND DESCRIPTION

PACER's LET'S PREVENT ABUSE Project presented 170 puppet programs in 61 elementary schools between October 1988, and May 1989, reaching 542 teachers and other adults and 13,229 students in grades 1 through 4. Each show requires 30 minutes and includes at least one puppet who has a disability. Class size is limited to 80 students. While it focuses on "generic" child abuse messages, the program also raises issues of specific relevance to children with disabilities. There are many opportunities in the program for the students to be an integral part of the presentation. Teachers receive a pre and post program discussion guide as well as some additional resource material. PACER's Resource Manual on Child Abuse was given to each school and is an additional resource which is available to teachers. Parents are encouraged to attend the presentations as well. Parents who were apprehensive about their children seeing a program on abuse, realized after seeing the show that the message was positive and important.

EVALUATION OF THE CHILD ABUSE PRESENTATIONS:

Evaluation forms were completed by the 752 adults who observed the LET'S PREVENT ABUSE puppet performances. These included regular and special education teachers, school administrators and other personnel, school social workers and parents.

1. Overall, how would you rate the puppet presentation?
(N = 752)

Excellent	492	65%
Very Good	221	29%
Good	24	3%
Fair	1	1%
No Response	14	2%
Poor	<u>0</u>	<u>0%</u>
Total	403	100%

2. How informative do you feel today's presentation was for your children? (N = 752)

Very Informative	550	73%
Informative	193	25%
Slightly Informative	7	1%
No response	2	1%
Not At All	<u>0</u>	<u>0%</u>
Total	403	100%

3. Was the program appropriately geared toward this audience? (N = 752)

Yes	99	99%
No	1	1%
No Response	<u>0</u>	<u>0%</u>
Total	752	100%

4. Were you comfortable with the type of information provided in this program? (N = 752)

Yes	743	99%
No	2	0%
No Response	<u>7</u>	<u>1%</u>
Total	752	100%

5. Were you familiar with the school's reporting policy on abuse? (N = 752)

Yes	620	83%
No	82	11%
Don't Know	32	4%
No Response	<u>18</u>	<u>2%</u>
Total	752	100%

6. Do you feel that you have enough information about child abuse to handle reports of physical or sexual abuse made to you by a child? (N = 752)

Yes	491	65%
Not Sure	140	19%
No	54	7%
No Response	67	9%
Total	752	100%

CONCLUSIONS

The evaluation indicated that 94% of the adults polled said that the show was excellent or very good. Ninety-eight percent felt the show was either informative or very informative. On all other questions, regarding the appropriateness of the show and its value as an information tool, the responses were very positive. Viewer responses included:

"Just the right amount of information at the appropriate age level" (EBD Teacher)

"I liked the fact that the puppets included multi-racial and handicapped children." (Special Education Teacher)

"Definitions are so important--kids need facts and I liked the way the adults talked through the puppets." (Special Education Teacher)

"Such a positive way to present abuse to children--very clear, you put them at ease--you checked for understanding and asked for feedback. Then you summarized! Great!" (Classroom Teacher)

Of 752 parents, teachers and school personnel, who requested more information regarding abuse,

277 (37%) wanted more information on how to talk to parents of a child you suspect is being abused

205 (27%) wanted more information on how to talk to a child who has reported abuse

199 (27%) wanted more information on physical and behavioral indicators of child sexual abuse

146 (20%) wanted more knowledge of the child protection process

100 (13%) wanted more information regarding mandated reporting laws

STUDENT EVALUATION

A pre and post evaluation and questionnaire was used to determine the increases in students' awareness as a result of the program. Side one of the questionnaire is completed by the students prior to the performance; side two is completed immediately following the performance. Evaluations were collected from a total of 500 students. For each question, the number indicating total answered is given.

Distribution of children by Grade (N = 500)

Grade 1	250	50%
Grade 2	<u>250</u>	<u>50%</u>
Total	500	100%

Do you know what child abuse is? (N = 500)

Yes	294	59%
No	137	27%
Not Sure	<u>69</u>	<u>14%</u>
Total	500	100%

1. I think it is okay for me to talk about child abuse.
(N = 414)

	Pre Test	Post Test
Yes	214 (43%)	376 (75%)
No	48 (10%)	23 (4%)
Maybe	86 (17%)	53 (11%)
Don't Know	<u>152 (30%)</u>	<u>49 (10%)</u>
Total	500 (100%)	500 (100%)

These figures show a 32% increase from the pre to the post questionnaires in students who believe it is okay for them to talk about child abuse.

2. If someone has abused you, would you tell someone?
(N = 500)

	Pre Test	Post Test
Yes	334 (67%)	430 (86%)
No	49 (10%)	11 (2%)
Maybe	48 (9%)	36 (7%)
Don't Know	<u>70 (14%)</u>	<u>23 (5%)</u>
Total	500 (100%)	500 (100%)

These figures show a 19% increase from the pre to the post questionnaire in the number of students who would tell someone if they were being abused.

3. Do you think someone you know could abuse you?
(N = 500)

	Pre Test	Post Test
Yes	184 (37%)	270 (54%)
No	129 (26%)	100 (20%)
Maybe	96 (19%)	61 (12%)
Don't Know	91 (18%)	69 (14%)
Total	500 (100%)	500 (100%)

These figures show a 17% increase from the pre to the post questionnaire in students who understand that someone they know could abuse them.

4. If someone abuses you, is it your fault? (N = 500)

	Pre Test	Post Test
Yes	83 (17%)	19 (4%)
No	390 (78%)	466 (93%)
Maybe	21 (4%)	13 (2.6%)
Don't Know	6 (1%)	2 (.004%)
Total	500 (100%)	416 (100%)

It is significant to note that an increase of 76 students (15%) indicated understanding that they are not at fault.

5. Do you know some people who could help you if you were being abused? (N = 500)

	Pre Test	Post Test
Yes	368 (74%)	412 (82%)
No	23 (5%)	28 (6%)
Maybe	44 (8%)	6 (2%)
Don't Know	65 (13%)	10 (4%)
Total	500 (100%)	500 (100%)

These figures show a 8% increase in students who believe they know some people who could help them if they were abused.

6. Did you like the puppet show? (N = 500)

Yes	499	99%
No	1	1%
Total	500	100%

7. Did you learn something new from the puppet show? (N = 492)

Yes	444	90%
No	<u>48</u>	<u>10%</u>
Total	492	100%

REPRESENTATIVE COMMENTS INCLUDED:

"I learned that even someone you know and love can abuse you."

"I learned to say NO! if someone older than me hurts me"

"I learned that you have to keep telling till someone believes you"

I learned it's ok to talk about abuse."

"I learned that even if your relative touches you, tell anyway."

"I like Carmen because she showed how to be a nice friend."

CONCLUSIONS

The evaluations showed that 59% of the students had some prior knowledge of child abuse, and that 41% either did not know or were not sure of what child abuse is. Nevertheless, after viewing the puppet show, 90% stated that they learned something new. Thirty-two percent more students felt that it was okay for them to talk about abuse.

Seventeen percent more students understood that someone they knew could abuse them. According to the post show questionnaire, an additional 19% of all students decided that they would tell someone if they were being abused.

SUMMARY

Two weeks following the puppet program, a brief survey is sent to the designated reporter of each school. The feedback has been very positive and indicates that children have made valid reports of abusive situations to their teachers and school social workers. Out of 57 schools who returned the surveys, 22 or 38% reported that at least one child reported abusive incidents following the LET'S PREVENT ABUSE program. PACER's procedure for following up on disclosures which occur at the time of the performance is to notify the school's designated reporter who is usually a member of the school's child abuse team.

The LET'S PREVENT ABUSE scripts continue to be improved and clarified utilizing input from teachers, students and other professionals.

In addition, a substantial library of resources has been expanded in the past year. Articles are available by request to parents or parent groups and any organization viewing the puppet performance.

LEVEL IV REPLICATION

During 1988-89, THE LET'S PREVENT ABUSE staff trained volunteers from two rural communities where there was an interest in establishing an abuse prevention program. These communities were Brainerd and Willmar, Minnesota. PACER received funding from the Otto Bremer Foundation and its Bremer First American Bank affiliates for this project, which provides the use of PACER puppets for a three month period to each community receiving training. The two day training in each community included extensive background information on child abuse and the vulnerability of children with disabilities and how to access available community resources. Techniques for puppet presentations and information on organizing and implementing the LET'S PREVENT ABUSE Program were demonstrated. Each trainee received a copy of PACER Center's revised Resource Manual on Child Abuse and various other articles on child abuse.

Training was conducted in Durham, North Carolina for the Child Advocacy Commission of Durham. With the purchase of PACER's LET'S PREVENT ABUSE program puppets and scripts, that community has now established a prevention program in all their local elementary schools. Two similar trainings were conducted for the Minnesota Indian Women's Resource Center. The purchase of the puppets has enabled the Center to incorporate them into therapy sessions with children and families that are reuniting after separation due to issues centering around abuse.

A total of 61 volunteers and professionals attended these trainings in Minnesota. As a result of their efforts, approximately 40 puppet presentations were given in 18 rural schools to 1,200 students and 60 teachers. The volunteers also presented the program to 25 people in three community groups. The following is a more detailed account of the evaluation results of these trainings:

EVALUATION OF VOLUNTEER AND REPLICATION TRAINING

<u>Category</u>	<u>Responses</u>	<u>Percentage</u>
1. <u>Are you:</u> (Responses = 61)		
staff member of other agency	22	36%
other (social service or volunteers)	20	33%
a parent/relative of a handicapped child	8	13%
special educator or administrator	<u>11</u>	<u>18%</u>
Total*	61	100%

*May have responded to more than one category.

2. Rate the impact the training has had for you in the following areas:
- a. Awareness of the issue of abuse and the vulnerability of children with disabilities. (Responses = 52)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Very Much	33	64%
Moderate	16	31%
Minimal	0	0%
Had Extensive Knowledge	0	0%
No Impact	<u>3</u>	<u>5%</u>
Total	52	100%

- b. Ability to advocate more effectively for children with disabilities.

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Very Much	26	52%
Moderate	22	44%
Minimal	1	2%
Had Extensive Knowledge	1	2%
No Impact	<u>0</u>	<u>0%</u>
Total	50	100%

- c. Awareness of community resources on child abuse. (Responses = 49)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Very Much	19	39%
Moderate	18	37%
Minimal	7	14%
Had Extensive Knowledge	5	10%
No Impact	<u>0</u>	<u>0%</u>
Total	49	100%

- d. Increased background information on child abuse in general. (Responses = 51)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Very Much	28	55%
Moderate	16	31%
Minimal	2	4%
Had Extensive Knowledge	5	10%
No Impact	<u>0</u>	<u>0%</u>
Total	51	100%

3. How comfortable do you feel about responding to children's questions and concerns about child abuse?
(Responses = 52)

<u>Response</u>	<u>Number</u>	<u>Percentage</u>
Very Much	30	58%
Moderately	22	42%
Not At All	0	0%
Slightly	<u>0</u>	<u>0%</u>
Total	52	100%

4. How did you rate the overall training? (Responses = 55)

Excellent	48	87%
Good	6	11%
Fair	1	2%
Poor	0	0%
No Response	<u>0</u>	<u>0%</u>
Total	55	100%

CONCLUSIONS

The LET'S PREVENT ABUSE training program for volunteers in Brainerd and Willmar was rated as excellent or good by 100% of the respondents.

Their comments reflected an increased awareness of the phenomena of abuse as related to children with disabilities and increased participant knowledge of community resources and support systems. The LET'S PREVENT ABUSE staff has been asked by these two communities to consult on abuse/prevention matters as a direct result of the trainings.

PACER COMPUTER RESOURCE CENTER

INTRODUCTION

The purpose of PACER's Computer Resource Center (PCRC) is to help make the advantages offered by modern technology available to children and youth with disabilities through three types of activities: individual consultations, research of materials and workshops.

After two years of operation, the PACER's Computer Resource Center (PCRC) has become recognized throughout the state as a valuable resource for parents, professionals, and children with disabilities.

Individual consultations are provided to parents, professionals and consumers who contacted the PCRC. Questions are answered about adaptive technology and "hands-on" experience is provided with computers, adapted devices and software. Parents are encouraged to bring their children to the PCRC to try out different solutions, allowing parents to see how their child interacts with the computer. The idea is to provide the parents with as much relevant information as possible before they make a computer purchase.

If a child or consumer needs a software or hardware product which is not available at the PCRC, staff will perform the necessary search to locate information on that product for them. PACER Computer Resource Center has access to a variety of resources, including vendor catalogues, national computer databases, and a direct computer link to Apple and the other 37 National Special Education Alliance (NSEA) sites across the country. These resources help to determine what exists in the marketplace that will best suit each parent's and child's needs.

LEVEL I PRESENTATIONS

A total of 15 Level I informational talks or demonstrations were made during the year, with a total attendance of 308 persons. These presentations included demonstrations to a group of international exchange students, teacher inservices, and a seminar conducted at the request of Apple Computer at the National Apple Users Group Convention in Indianapolis, Indiana. The primary focus is to present useful information and to allow those attending to ask questions about the PCRC and adaptive devices and software.

LEVEL II - WORKSHOPS

The PACER Computer Resource Center workshops are 2-6 hours in length and are open to the public without charge.

Workshops are advertised in the PACESETTER newsletter and through mailings sent to individuals on PACER's Computer Resource Center mailing list. Attendees are asked to fill out evaluation forms to assist in developing and improving the workshops.

A total of 9 workshops were held, with 183 persons attending. These workshops included the following:

<u>DATE</u>	<u>LOCATION</u>	<u>PARENTS</u>	<u>PROF</u>	<u>OTHERS</u>	<u>TOTAL</u>
8-16-88	Mpls. Soc. for the Blind Mpls.	0	18	0	18
11-15-88	Jewish Comm Ctr St. Paul	26	1	16	43
11-17-88	Merriam Park Comm Ctr Mpls.	20	10	0	30
1-9-89	Traville of Golden Valley	0	4	20	24
1-19-89	Intro Workshop, Mpls.	9	4	0	13
2-23-89	SNUG Mtg, PACER, Mpls.	6	0	0	6
3-2-89	Intro Workshop, Mankato	16	13	2	31
3-16-89	SNUG Mtg, PACER, Mpls.	6	0	0	6
4-22-89	Unicorn Workshop, MEEC, St. Paul	5	7	0	12
Total		88	57	38	183

RESULTS OF EVALUATION

<u>QUESTION</u>	<u>RESPONSES</u>	<u>NUMBER</u>	<u>PERCENT</u>
Participant Type (More than one response may have been marked)	Parent/Relative	38	39%
	Other	23	23%
	Special Educator	19	19%
	Agency Staff	13	13%
	Regular Educator	2	3%
	Foster Parent	2	3%
	Total	97	100%
How did you hear about the workshop? (More than one response may have been marked)	PACER	54	54%
	From school	12	12%
	Other	12	12%
	From another organization	10	10%
	Friend	8	8%
	Parent Group	2	2%
	Newspaper	2	2%
	TOTAL	100	100%

Age of your child with disability?	Birth-4	6	15%
	5-10	23	56%
	11-15	7	17%
	16-20	3	7%
	Over 21	<u>2</u>	<u>5%</u>
	TOTAL	41	100%

Child's Disability?	Orthopedic Impairment	15	38%
	Mental Retardation	7	18%
	Multiple Handicaps	5	13%
	Learning Disability	5	13%
	Other Health Impairment	3	8%
	Speech Impaired	3	8%
	Autistic	<u>1</u>	<u>2%</u>
	TOTAL	39	100%

Has workshop helped you understand how computers can be adapted for children and young adults with disabilities?	Yes	36	41%
	No	1	1%
	No Response	<u>50</u>	<u>58%</u>
	TOTAL	87	100%

Have you learned anything new from this workshop?	Yes	83	96%
	No	2	2%
	No Response	<u>2</u>	<u>2%</u>
	TOTAL	87	100%

How would you rate this workshop?	Excellent	38	44%
	Very Good	36	41%
	Good	10	11%
	Fair	0	0%
	Poor	0	0%
	No Response	<u>3</u>	<u>4%</u>
	TOTAL	87	100%

COMMENTS FROM INDIVIDUALS

"Really liked seeing what's available and not being afraid to try it."

"Enjoyed hearing from a parent and hearing about her experiences with her child."

"Made me more aware of programs to assist in educating and motivating children to learn."

"Thanks! I really enjoyed all that was presented. I feel much encouraged about the possibilities for using computers to assist my 2nd graders with learning disabilities."

"I found a whole new world in something I used to dread having to learn about."

"I was fascinated with all that was shown. It's encouraging to know that this kind of equipment is available."

"I feel less threatened by the computer and its adaptations with this new info."

"Everything mentioned was informative, helpful, needed. I will share this information with others."

SUMMARY

PACER feels that all of the workshops offered this year were successful in passing on useful information to people about how computers can be adapted for use by children and youth with disabilities. PACER's efforts at increasing the ratio of parents to professionals attending the workshops were very successful. On the whole, PACER staff are pleased with the response to its workshops and will use the input from these evaluations to further improve the workshops offered in the future.

INDIVIDUAL CONSULTATIONS

Consultation Statistics

The following is a summary of the individual contacts made by the PCRC. The tabulation includes all persons to whom assistance was rendered, as well as those who contacted us concerning our computer workshops or to ask that they be added to our newsletter mailing list.

This year of activity brought 98 adults, children and youth with disabilities, to visit PACER's Computer Resource Center for individual consultation about computers and adaptive equipment and software. The emphasis is placed on the child's ability and how that might be enhanced through the use of computers. Consultations are based upon input from parents, the child, and the professional who may be working with the child or young adult.

<u>All Individual Contacts</u>	<u>Number</u>	<u>% of Total</u>
phone contact	589	51%
visits to PCRC	98	9%
by mail/other	408	35%
computer network*	<u>52</u>	<u>5%</u>
TOTAL	1147	100%

- * "Computer Network" refers to technical assistance rendered via the AppleLink computer network to other computer resource centers across the country.

Type of Person(s)

professionals	535	46%
families	487	42%
consumers	48	4%
advocates	52	5%
other*	<u>29</u>	<u>3%</u>
TOTAL**	1151	100%

* "Others" included students, volunteers and product vendors

**Individuals may have answered more than one.

Age of Child/Consumer

0-3 years	49	11%
4-5 years	67	15%
6-11 years	175	39%
12-14 years	32	7%
15-18 years	37	8%
19-21 years	14	3%
Over 21 years	<u>77</u>	<u>17%</u>
TOTAL	451	100%

Type of Disability

physical impairment	139	31%
mental retardation	110	25%
learning disability	71	16%
emotional/behavioral disorder	27	6%
visual impairment	25	6%
multiple disabilities	13	3%
hearing impairment	13	3%
speech/language impairment	11	2%
other disability	<u>38</u>	<u>8%</u>
TOTAL	170	100%

Statistics Summary

PACER is very pleased with the number of contacts made over this past year. PACER has met and exceeded every objective for the program in the number of persons served, the range of ages and disabilities served. Staff will continue to work on outreach activities in order to serve more parents, children and professionals.

Results of Service Evaluation

An evaluation form was mailed to parents and professionals who received individual assistance from the PACER's Computer Resource Center over the past year. The purpose was to gather information on the quality of service being provided by the Center. Of the 178 evaluations sent out, 78 (44%) were returned to PACER Center. The questions asked and the responses received were as follows:

1. My calls/letters were returned promptly.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	42	56%
Strongly Agree	29	38%
Agree	4	5%
Disagree	1	1%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%
Total	76	100%

2. I was asked relevant questions about my child's/client's disabilities.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	23	39%
Strongly Agree	24	40%
Agree	11	19%
Disagree	1	2%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%
Total	59	100%

3. I received useful information I could apply in selecting computer hardware or software for use by myself/my child/my clients.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	33	46%
Strongly Agree	22	31%
Agree	16	22%
Disagree	1	1%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%
Total	72	100%

4. I was given enough time for hands-on experience with equipment that interested me.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	20	44%
Strongly Agree	13	28%
Agree	10	22%
Disagree	2	4%
Strongly Disagree	1	2%
Very Strongly Disagree	0	0%
Total	46	100%

5. The hours during which the PCRC is open are suitable to my needs.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	16	28%
Strongly Agree	20	35%
Agree	21	36%
Disagree	1	1%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%
Total	58	100%

6. I/My child benefited from our visit/call to the PCRC.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	25	41%
Strongly Agree	24	39%
Agree	11	18%
Disagree	1	2%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%
Total	61	100%

7. The PCRC had the proper computers, software, or adaptive equipment to help me with my needs.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	16	28%
Strongly Agree	25	43%
Agree	13	22%
Disagree	3	5%
Strongly Disagree	0	0%
Very Strongly Disagree	1	2%
Total	58	100%

8. Technical aspects of the computer were explained to me in a clear and understandable manner.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	25	38%
Strongly Agree	26	39%
Agree	14	21%
Disagree	1	2%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%
Total	66	100%

9. I was pleased with the service I received at the PCRC.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	38	51%
Strongly Agree	29	39%
Agree	7	10%
Disagree	0	0%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%
Total	74	100%

10. I would contact the PCRC again in the future.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	48	62%
Strongly Agree	24	31%
Agree	5	7%
Disagree	0	0%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%
Total	77	100%

11. I would like to make use of a software lending library.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Very Strongly Agree	42	63%
Strongly Agree	19	28%
Agree	5	8%
Disagree	1	1%
Strongly Disagree	0	0%
Very Strongly Disagree	0	0%
Total	67	100%

12. I would use an augmentative communication resource center.

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Yes	48	67%
No	24	33%
Total	72	100%

13. Since contacting the PCRC I have (check as many as apply):

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Talked to child's teacher or IEP team about his/her access	32	21%
Tried something new with my students/clients using the computer	25	16%
Purchased new software	22	14%
Purchased a computer	21	14%
Purchased an adaptive device	19	12%
Taken a computer class or workshop	18	12%
Decided to purchase a computer in the future	<u>16</u>	<u>11%</u>
Total	153	100%

14. Were these actions related to your visit to PCRC?

<u>Response</u>	<u>Number</u>	<u>% of Total</u>
Yes	28	42%
Partially	31	46%
No	<u>8</u>	<u>12%</u>
Total	67	100%

Evaluation Comments:

"It's great to be able to call and have questions answered and to have the opportunity to come in to the center for hands-on experience."

"The PCRC staff really worked to answer my questions."

"The PCRC staff person had the ability to interact with my student as well as answer my questions."

"It was a friendly relaxed experience with your very competent staff."

"(The staff of the PCRC) are terrific--patient and accommodating!"

"The PCRC is a rare source of information regarding both technical and educational needs. It's a place to come for help."

"Courteous, clear, concise, and very helpful staff, quick to respond to my inquiries."

"I liked the chance for hands-on experience and the way my child and I were treated."

"I appreciated the knowledgeable assistance and the fact that the service is free."

"It is comforting to know there is a place I can call with questions and know that someone will have the time and patience to talk with me and understand what I need."

CONCLUSION

The results of PACER's Computer Resource Center's follow-up evaluation speak well of the work done by the center during the past year. This is reflected most clearly by the fact that 100% of those answering indicated that they were both pleased with the service they received at the PCRC and that they would contact the center again in the future.

The comments received from parents and professionals assures PACER that the PACER Computer Resource Center is a welcome and valued resource throughout the community. PACER has received requests for information from all over Minnesota, from over 20 other states, from Canada, Mexico, and even from a grade school principal in Hong Kong.

During the coming year, the PACER Computer Resource Center will continue its activities, while expanding the services offered. The PCRC has already begun work on a software lending library designed to make educational software more accessible to families of children with disabilities. As the year progresses, PACER will offer workshops on a variety of computer related topics. The PACER Computer Resource Center will continue to carry out its mission to make the benefits of modern technology more accessible to children and adults with disabilities.

APPENDIX

PACER Center, Inc.

Participating Organizations

• Alliance for the Mentally Ill of Minnesota Inc. - Association for Retarded Citizens Minnesota - Epilepsy Foundation of Minnesota • Mental Health Association of Minnesota - Metropolitan Association for the Hearing Impaired - MN Assoc. for Children & Adults with Learning Disabilities - Minnesota Coalition on Handicap Issues - Minnesota Foundation for Better Hearing and Speech - Minnesota Speech-Language-Hearing Association	- Minnesota State Council on Disability - MINCEP Epilepsy Care, P.A. - Muscular Dystrophy Association - National Federation of the Blind of Minnesota, Inc. - Spina Bifida Association of Minnesota - Twin Cities Down Syndrome Association - Twin Cities Society for Children and Adults with Autism - United Cerebral Palsy Association of MN
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